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ABSTRACT

This curriculum activities guide presents a series of instructional plans for practicing teachers who desire to infuse career education into curricular areas, grades 7 through 12. Introductory materials discuss the guide's purpose and instructional thrust of Project MECCA (Migrant Education Counseling and Career Awareness). They also provide teacher's materials such as hints for use of activities, suggestions for field trips, information on and forms for shadowing, and information on group processing tools, such as brainstorming, fishbowl technique, stop action, and role playing. The activity plans are organized by grade levels into language arts, social studies, and mathematics or science. Within these sections are placed activities at differing career or occupational knowledge levels. These activities are to be considered as examples, and teachers are encouraged to use them as templates for additional teacher-made activities. Each header sheet for an activity plan specifies title; suggested grade level; infusion area; awareness, exploration, and preparation level; goal and objectives for the lesson; list of needed materials; and presentation and evaluation suggestions. A blank section on the right side of the page is designed for teacher comments or notes on adaptation. Some activity plans have accompanying, reproducible worksheets/activity sheets. (YLB)

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The materials developed and compiled for this curriculum activities guide originated with the 1984-85 New Jersey Project MAP-S. During 1984, under ECIA, Chapter 1, 141 Migrant Education funding, Project MAP-S became a comprehensive K-12 career education infusion effort. In December of 1984, the project management was changed from the New Jersey State Department of Education to the Vineland, New Jersey school district.

In July of 1985, the project was renamed Project MECCA--Migrant Education Counseling and Career Awareness to reflect a focus on the counseling aspect of project work.

Considerable support from teachers and administrators is essential to compiling a guide such as this. The project staff wishes to thank those who made inservice and pilot instruction possible and those teachers who provided feedback suggestions during and following inservice training sessions.

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Project MECCA
Migrant Education Counseling and Career Awareness

ROAD...MAPS

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ROAD...MAP-SPART I.Curriculum Guide: Grades 7-12Purpose of the Guide

The purposes for "ROAD...MAP-S" are two-fold: 1) to provide a series of instructional plans for practicing teachers who desire to infuse career education into curricular areas grades K-12; and, 2) to provide a means of replication to other projects seeking to promote a career infusion program kindergarten through grade 12. With these purposes in mind, ROAD...MAPS is organized in two major sections: I. INTRODUCTION AND THE INSTRUCTIONAL THRUST; and II. ROAD...MAPS ACTIVITIES.

The activities in ROAD...MAPS were planned to be both relevant to students' lives and to the academic curriculum in schools. The idea that effective preparation for occupational and career roles must involve students'

acquisition of basic communication and computation skills was basic to the formulation of the activities and resource materials provided in this guide. Infused career education was viewed as providing a means for facilitating skill development through increasing student motivation. Therefore, activities were selected which would actively, and creatively, involve students and promote their understanding of the connection between academic learning and career/occupational choice.

The concept of infused instruction complimenting ongoing classroom activities was supported in the project program by two particular resources. One of these resources, the N. Y. CHOICE material, was available to teachers through state-wide inservice workshops. The other was materials compiled from various sources into this guide.

Because the project staff maintained that the activities should fit into the teacher's regular "road map" for instruction, the title for this guide became ROAD...MAPS. Hence, the name for the curriculum guide came from a desire to fit activities into teachers' ongoing classroom instruction.

Instructional Thrust of the Program

Vocational education and career education theorists such as Super, Holland, Tiedeman, Roe and others suggest the acquisition of knowledge, skills, and attitudes toward careers and vocational life develops along a continuum throughout students' lives. Super identifies four overlapping and simultaneous stages as: GROWTH, EXPLORATION, PREPARATION, AND IMPLEMENTATION.

For the purposes of ROAD...MAP-S, Super's GROWTH stage is considered an AWARENESS stage (approximately Kindergarten through grade 4); that is, a time for student thinking about careers and vocational opportunities. EXPLORATION (approximately grade 5/6 through 8/9) is seen as a stage for more in-depth understanding and specific knowledge acquisition regarding occupations and careers; and PREPARATION (approximately grades 9 through 12) a time for students to more specifically examine their interests, preferences, and abilities in terms of careers and occupations and develop job seeking and keeping skills. Although the sequence of these stages begins with awareness, it should be noted that growth and awareness of occupational opportunities occurs at all levels throughout the life span.

A matrix of goals and objectives prepared by the New Jersey Vocational Education Division is used to structure activities in ROAD...MAPS at the simultaneous and overlapping AWARENESS, EXPLORATION, and PREPARATION levels. The use of the matrix in this way was foreseen by its originators, who stated, "...the use of the matrix might include: Discussion, revision, and adaptation by schools or districts in order to achieve an orderly infusion of career education into existing curricula...and as a basis for developing learning approaches and instructional materials."

In selecting the matrix as a organizing structure, Project project staff assumed many of the core concepts on which it was based. Among others, these included: 1) the idea that career or vocational education is a life-long process; 2) that flexibility must be built into the system allowing for changes and options in employment perspectives. These ideas were held paramount as materials and methods were developed or purchased.

The ten goals listed in the New Jersey Vocational Education K-14 matrix for career or vocational education are, as follows.

K-14 MATRIX FOR CAREER OR VOCATIONAL EDUCATION

- GOAL 1. SELF AWARENESS: IMPROVE SELF INVESTIGATION AND EVALUATION SKILLS.
- GOAL 2. INTERPERSONAL SKILLS: IMPROVE HUMAN RELATIONSHIPS.
- GOAL 3. DECISION MAKING: IMPROVE CAREER PLANNING AND DECISION MAKING SKILLS.
- GOAL 4. WORK HABITS AND ATTITUDES: IMPROVE WORK , ATTITUDES, AND APPRECIATION FOR CAREER SUCCESS.
- GOAL 5. COMMUNICATION AND COMPUTATION SKILLS: IMPROVE PROFICIENCY OF COMMUNICATION AND COMPUTATION SKILLS.
- GOAL 6. CAREER IMPLICATIONS OF SUBJECT MATTER: IMPROVE UNDERSTANDING OF THE RELATIONSHIP BETWEEN SCHOOLING AND WORK.
- GOAL 7. SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING: IMPROVE UNDERSTANDING OF ECONOMIC, POLITICAL, AND SOCIAL FACTORS INFLUENCING CAREER OPPORTUNITIES.
- GOAL 8. CAREER INFORMATION: INCREASE KNOWLEDGE OF CAREER AND OCCUPATIONAL INFORMATION.
- GOAL 9. MARKETABLE SKILLS AND ADAPTABILITY: IMPROVE JOB ACQUISITION AND RETENTION COMPETENCIES.
- GOAL 10. LEISURE PREFERENCES AND PERSONAL RESPONSIBILITIES: IMPROVE UNDERSTANDING OF PERSONAL/WORK/SOCIETAL RESPONSIBILITIES

PART II.

Compilation and Development of ROAD...MAPS

The activities, or "maps" for instruction, developed for ROAD...MAPS, were constructed in an ongoing process involving New Jersey teachers in inservice training and pilot instruction. In addition to adapting the N. J. Vocational Education Matrix in developing new activities, the project acknowledges adaptation of material from other sources; most notable among these were materials from the Kansas Practical Application Handbook and the Perth Amboy, New Jersey Job Survival Handbook, as well as, value clarification activities and general school folklore.

The project staff intends that the format of these "maps" will make activities accessible to teachers; to this end, reproduction of the activity sheets is encouraged. Further, because it is desirable that these ideas become a catalyst for additional adaptation or development, blank forms for copying and use in the design of new activities are placed in the appendix.

Hints for the Use of Activities

Each header sheet for an Activity Plan specifies a suggested grade level; awareness, exploration, and preparation level; objectives for the lesson; list of needed materials; and presentation and evaluation suggestions. The blank section on the right side of the page is designed for teacher comment or notes on adaptation. Further suggestions for use of the materials are, as follows:

1. Look at activities in the following order:

- a) the general grade level and curricular area in which you are most interested;
- b) the general awareness, exploration, or preparation level for particular students; and
- c) the most needed objectives for students.

2. Information regarding additional materials and equipment to compliment activities are located in the appendix. During the funding term of Project MECCA, many of these can be obtained through loan from the mobile demonstration facility.

The Kansas Practical Application Handbook materials which were reviewed during the preparation of this guide include some specific suggestions for field trips and for a "shadowing" concept whereby students visit with an individual working in a particular occupation. These, along with information about group process procedures are reprinted here for your referral.

FIELD TRIPS

Though most teachers are familiar with the requirements of field trips, these suggestions are placed here for reminding teachers of the need for proper preparation, implementation and follow-through activities.

1. Be sure that the students are fully aware of the location of the site they are to study.

2. Be sure the students have been aware of the product and occupations available at the site.

Use any available film or filmstrips that may relate to the industry or occupation. Point out the different jobs as they appear in the film.

3. Study as many different jobs as possible found at the site.

4. Wherever possible, have pictures of the site, occupations, and products.

5. Explain the background and the development of the particular industry to be visited.

6. Tell the students the name of the industry or company and names of people who have made the study tour possible. (Put names on the blackboard or bulletin board. Post any pictures you may be able to gather.)

7. Go over any maps or layouts of the site you may have. Point out interesting spots or areas you want the students to see.

8. Help the students develop some questions they may wish to ask at the site.

9. The teacher or coordinator should pre-visit the site whenever possible.

10. Travel time can be used to good advantage. Have students assigned to groups and each group watch for and compile a list of various workers observed to and from the visitation site. Compare lists.

SHADOWING

The term "shadowing" describes the observation of an employee in the actual work setting by another individual such as a student. It is designed to provide a realistic exploration of career opportunities in real work situations. Various types of occupations can be shadowed. The limitations are those imposed by the instructor or student.

Objectives:

The objectives of a shadowing program are to:

- a. Assist the student in assessing personal strengths and limitations and compare those with tentative career choices.
- b. Provide realistic exploration in a variety of work settings.
- c. Assist students in redirection if more appropriate areas seem evident and increase the probability of the student selecting a personally rewarding career.

Upon completion of shadowing experiences, students should be able to identify careers which are personally acceptable for further in-depth exploration. In addition, they should:

- a. Identify their own personal worker traits, including interests, aptitudes, and abilities.
- b. Know the nature of the work, places of employment, earnings, and working conditions.
- c. Know the basic vocabulary utilized in obtaining and holding a job in a specific career area.
- d. Know the skills required for entrance into the careers shadowed.
- e. Know the worker trait requirements, training time, aptitudes, and temperament qualifications for the occupations shadowed.

Organization:

The initial contact with the business or agency is made by either the student or the instructor. Shadowing sites can be located through personal contacts, resources such as a list of community career consultants, the yellow pages, business directories, business organizations, unions, and newspapers. Faculty members are often helpful in suggesting sites to be shadowed.

Students should provide the coordinator with a summary of their interests, abilities, and aptitudes based on available data such as grade point average, standardized test scores, interest surveys, personal experiences, and previous career exploratory activities. Based on this information and on personal acquaintance with the students, the coordinator matches their indicated career choices with available shadowing sites. Before beginning the shadowing experiences, it is essential for the students to do research in order to know basic information about the careers to be shadowed. This can be accomplished with the help of the Dictionary of Occupational Titles, Occupational Outlook Handbook, and all other books and pamphlets available.

Helpful Hints:

1. The instructor should have a definite method for evaluating a student's performance, and students should know specifically what is expected of them.
2. After students have been assigned to their shadowing sites, one morning per week (before school) should be designated as check-in day. This keeps the instructor aware of what the student is doing at the shadowing site, i.e., one student who did not check in spent much of her time reading Reader's Digest. Had the instructor been informed, she or he could have contacted the site and alleviated the problem.
3. Bad weather can be a problem, particularly in the spring semester. The instructor should emphasize that students will be expected to go to shadowing sites when school is in session.
4. A congenial relationship with each site is a must. Suggestions include: a) using each site a maximum of only twice a semester (seniors given preference); 2) promptly

notifying the site of any scheduling changes; and 3) emphasizing the responsibility of each student for maintaining a good relationship (includes sending a "thank you" to each site).

5. Students must notify both the site and the instructor when absent for any reason (including school closing). Provisions should be made for students who do not comply.

6. Optimum time for contacting the site before the student arrives seems to be two to three days. This minimizes having to recontact the site to adjust schedules when students or employers are absent.

7. It is important to talk with students regarding ability and site selection. If a student is not willing to enroll in mathematics, don't send him/her to an architect. If a student indicates he/she does not plan or want to attend more than two years of college, don't send him/her to shadow an attorney.

8. Make employers aware of ability and personality differences in students.

9. The instructor should contact employees who supervise students personally, either by phone or in person. Working through an intermediary impairs efficiency by causing misunderstandings and/or problems.

The following are forms developed for the Kansas Practical Application Handbook which may be reproduced for classroom use.

STUDENT SITE REVIEW

1. Name of the occupation_____
2. Job title_____
3. Exactly what does the worker do?_____

4. What tools or equipment are needed?_____

5. Does job require: High School Education?_____ College?_____
Technical School?_____ Other?_____
6. What qualifications, other than education, are necessary?
Physical_____
- Mental_____
7. What are the working conditions and hours?_____

8. In what kinds of business is this job found?_____
9. In what geographic location is this job found?_____
10. What are the opportunities for advancement?_____
11. List as many related jobs as you can_____

12. What interests of yours would this job satisfy?_____

13. What abilities of yours is this job related to?_____

14. Will this job require more or less employees in the future?

15. What equipment will I be required to purchase?_____

EVALUATION FORM FOR SHADOWING EXPERIENCE

STUDENT NAME: _____ DATE _____

Please rate the student you have supervised in the shadowing experience according to the following criteria. Thank you.

	Out- standing	Very good	Aver-- age	Poor
ATTENDANCE				
Reports on time _____				
Stays the prescribed length of time _____				
Properly notifies super- visor when going to be absent _____				
ATTITUDE				
Willing to participate _____				
Works well with others _____				
Cheerful and pleasant _____				
Follows directions care- fully _____				
PROFESSIONAL BEHAVIOR				
Shows respect for others _____				
Demonstrates responsi- bility and/or reliability _____				
Demonstrates under- standing of profes- sional ethics _____				
INTEREST				
Asks questions _____				
Seeks opportunities to learn _____				
APPEARANCE				
Appropriate clothing _____				
Neat, clean _____				

COMMENTS:

Supervisor's Signature_____
Name of business or agency

GROUP PROCESSING TOOLS

There are several activities or processing tools which can be used throughout the curriculum because they have proved to be effective in helping students increase their thinking, ordering, analyzing, discerning, and integrating abilities. Teachers are encouraged to use these tools as often as is appropriate. Included here are the following: "I LEARNED..."; BRAINSTORMING; E.I.A.G.G.; FISHBOWL; STOP ACTION; ROLE-PLAYING.

I LEARNED

"I LEARNED..." is a simple statement which can be used orally or in writing after any exercise, or classroom learning experience. It helps the student to consciously realize and sum up what he or she has absorbed, and to come to conclusions about what has been learned. When the written statement is used, the activity supports our current understanding of how writing can be useful to the students' learning processes; and, in addition, the activity serves as a means of increasing writing fluency through a functional use of writing. It is a good idea to encourage students to use this statement throughout his/her life. Every situation, event, or experience, whether positive or negative, that we have has possible consideration for its ability to help us learn more about ourselves. This ability, in turn, can help us see that we may need to make necessary changes in our behavior.

BRAINSTORMING

BRAINSTORMING is a technique that is used for class discussion to collect as much information as possible.

The rules of brainstorming:

1. First, a topic is chosen for discussion. Everyone has a chance to talk and they are to say as much as they want. There are no right or wrong answers. The purpose is to get out as many ideas as possible and for people to greatly use their minds and imaginations. New ideas are encouraged so that students will begin to develop their imaginations and creativity.
2. People can say what they want as long as it is on the subject. No one is to judge or criticize what another person has said. All ideas are accepted.
3. People are encouraged to add to each other's ideas. This is called "piggybacking".
4. Each idea is recorded on the board.
5. A time limit should be set for this activity; usually five minutes.

E.I.A.G.G.

E.I.A.G.G. are the letters that stand for the first word of each statement below. This thinking activity is useful for both positive classroom experiences as well as crisis or behavior problems that might come up. It is a great tool for teaching students how to analyze a situation. When working out a situation, ask these questions of each person who is involved. Use this as a class discussion or as individual seat work.

- A. Event-What happened? What was the situation that happened to you or to someone else.
- B. Itemize-Who said what to whom? Who did what? List all the different things that happened.
- C. Analyze-What did you think and how did you feel when those things were happening? How you feel is very important for this part:
- D. Generalize -What did you learn? After you have gone through each step here, and looked at your feelings, you can then reach a conclusion or make a decision about yourself or another person.
- E. Goal-What goals will you set for yourself from what you have learned in this situation. These goals will be short term, believable, attainable, observable, and consequences will be noted after they are achieved.

THE FISHBOWL TECHNIQUE

THE FISHBOWL TECHNIQUE is an activity designed to help increase participation in a discussion and increase each member's awareness of the roles each student plays in the group. This technique can be used with students from grades 3 through 12. It can be carried out in 30 to 45 minutes with as many as 30 individuals.

A. Procedure:

1. The group is divided into an inner discussion group and an outer observing group.
2. The group selects a topic or is assigned a topic for discussion.
3. The group leader or teacher briefly explains the purpose of the exercise and how it will work.
4. The outer circle listens and observes the inner group discuss without interacting with them. The outer group's assignment varies. Some ideas include counting how many of the inner group participate in the discussion or noticing how many people look as if they wish to say something, but don't or keeping track of who interrupts and who is interrupted. Practicing listening, observing and feedback skills is a goal for the outer group.

5. The inner group begins its discussion. Brief silences may occur, but ordinarily a member of the group will break the silence. After 10 minutes has elapsed, stop the group discussion.

6. The observers report on what they saw and heard, while the inner group listens silently. This usually takes 5 to 7 minutes.

7. The groups exchange seats and repeat the process.

B. Wrap-up: The entire group can discuss the following:

1. What things hindered the discussion?
2. What things helped it?
3. Was it worthwhile to have this kind of discussion?
4. It could be brought out by the group leader
that discussion is better when group members:
 - a. Listen and build on what has been said before.
 - b. Give others a chance and help those who seem to want to join in, but don't.
 - c. Accept other people's opinions as possibly valid for ourselves.

STOP ACTION

STOP ACTION is an activity designed to help correct a general tendency to become so absorbed in what we are doing that we do not notice how we are doing it. The exercise helps people learn to be more effective group members and group leaders. It increases group creativity and can add to the learning and satisfaction gained from a group experience. Getting off the subject and wanting to return to the assigned topic is a reason for using "stop action" as it is wanting to stop disruptive behavior in the classroom. Using a timeout hand signal and saying, "stop action", is the cue used for the students.

ROLE-PLAYING

ROLE-PLAYING is the assumption of a particular role. Some uses of it may be:

- 1) to convey information;
- 2) to present a situation for analysis;
- 3) to facilitate emotional expression;
- 4) to develop understanding of group situations;
- 5) for prognosis and testing;
- 6) for preparation to meet future situations;
- 7) to stimulate participation and involvement;
- 8) to provide opportunity for catharsis;
- 9) to develop better understanding of points
of view of others;
- 10) to increase spontaneity;
- 11) to develop specific skills;
- 12) to facilitate evaluation and synthesis;
- 13) to evaluate personal motivation;
- 14) to present alternative courses of action.

Steps involved in the use of role-playing:

1. Assess the appropriateness of role playing in this group at this time.
 - a. Role-playing is best used spontaneously.
 - b. It should be used only if it will be useful, not just for the sake of doing it or showing off a new trick.
 - c. A skilled leader must be willing and able to change his/her plans in accordance with the needs of the group.
2. Sensitize the group to the need to work on a particular problem.
3. Set up the role-playing situation. These criteria may be useful in doing this:
 - a. The scene should reveal a valid problem in human relations.
 - b. The problem should be clear and specific, not complex.
 - c. The problem should be one which can be solved by

the characters in the scene without exaggeration of their abilities.

- d. It must also have significance for the persons who are doing the role-playing.

4. Take stock of your planning. Ask yourself;

- a. How can the material which is to be studied be introduced most effectively?
- b. How can the group be helped to achieve the greatest possible insight?
- c. What can be done to help those who are playing roles and those who are watching to feel most at home in their respective activities?

5. Some suggestions for introducing role-playing:

- a. Instead of introducing it as a new method, it may be easier to get the action started naturally, without labeling the technique as "role-playing".
- b. It is essential to be sensitive to interpersonal relationships within the group and to avoid

uncovering deep-seated problems which may require professional help.

- c. After the group has been introduced to role-playing, the leader should weigh the idea of taking part him/herself vs. only serving as a discussion leader.
- d. Remember that in role-playing spontaneity is important. Underpreparation is therefore usually preferable to over-preparation.

6. Some suggestions for "casting";

- a. In assigning roles, any of the following may be used:
 - 1. Ask students to volunteer to take specific roles.
 - 2. Ask the group to suggest which student should take each role.
 - 3. The role might be defined so clearly that only one person can identify with the role.
- b. If there is an unfavorable role, it may be well to assign it to a person who has enough status in the group to carry this burden successfully. Or the leader might take this role to protect the feelings of others and get things moving.

c. It may be desirable to start students in roles in which they feel at home and confident, and roles which will not put them on the spot.

(It may be easier, for example for a student to play the role of a student, rather than to play himself.)

d. After a student has agreed to take a role, the leader might ask the student to choose the role which would be most helpful to him/her in solving his/her own problem.

7. Some suggestions for "warming-up" the cast:

a. A certain amount of warming-up may be desirable when presenting a scene in a program before an audience or in a large group. A brief scene whose major action chronologically precedes the action of the major scene is often good for this purpose. In a small group, however, warming-up is best done on the spot.

b. The director and/or the other members of the cast may brief each member on his role.

c. The soliloquy may be used to permit each member to define his role before the audience as an introduction to role-playing.

8. Help the audience to observe skillfully:

- a. Assign one or more to act as observers and give them something specific to watch for, such as: What do they think of the handling of the problem? of the solutions proposed? Why do they think the players behaved as they did? How would they feel in this role or that one?
- b. Clue sheets may be distributed for use in the discussion after the scene.
- c. The leader may ask the audience to suggest points to look for in the scene and to discuss later.
- d. He may ask members of the audience to raise their hands when they have ideas for improvement in the action.

9. Suggestions for "cutting" i.e., terminating the scene:

- a. The common tendency is to let the scene go on long. If the crisis is passed, everyone will get restless.
- b. The leader should assume this responsibility at first, but may soon profitably share the

responsibility with players and audience.

A "time out" signal may prove helpful.

10. Evaluation and discussion.

- a. It is often wise to ask the players how they felt about what happened before asking the questions of the audience.
- b. If the audience is large, it may be divided into buzz groups for discussion.

11. Suggestions for replaying a scene:

- a. Same players make changes suggested in the evaluation.
- b. Same players may try a new approach to the problem.
- c. Different players may try a new approach to the problem.
- d. Same or different players may move into a scene that will probably follow.

Organization of Part III

Part III is organized by grade range levels into: language arts "maps"; social studies "maps"; and mathematics or science "maps". Within these sections are placed activities at differing career or occupational knowledge levels. These activities are to be considered as examples, and teachers are encouraged to use them as a template for additional teacher-made activities.

Reflecting the simultaneous and overlapping nature of the awareness, exploration, and preparation levels, it is expected that activities are suitable for a range of grade levels depending on student abilities. Further, activities also overlap various curricular areas; therefore, an arbitrary decision was made regarding their placement in the guide. Within each age grouping, activities are placed in order first according to the lower grade level and secondly according to the upper level of the range.

Part III.

MECCA ACTIVITY PLAN

TITLE: EDUCATIONAL SOURCES (LA25) SUGGESTED GRADE LEVEL: 3-12

INFUSION: LANGUAGE ARTS

LEVEL: AWARENESS

GOAL 6: CAREER IMPLICATIONS OF SUBJECT MATTER

Obj. 6.5 Utilizes teachers, counselors, and other school community resources to explore careers.

Materials:

Paper and pencils.

Chalkboard and chalk

Activities:

Teacher Comments:

1. Generate from students a list of school and community sources for educational information or knowledge and training. (Possible sources: school; Boy Scouts; Girl Scouts; Brownies; Blue Birds; Camp Fire Girls; 4-H; Big Brother/Big Sister; Church/Synagogue; Private studios for dance, music, gymnastics; YMCA/YWCA; Little League; Military)
2. Identify contact persons by occupational role for each source. (Ex. church, educational director.)
3. Ask students interview at least one named resource person and obtain information about a particular job or career.
4. Ask students to write a short paragraph describing how they used the resources in one or more of the listed sources.

Evaluation:

1. Student participation in generating a list of educational sources.
2. Quality of written paragraphs indicating how educational sources can be a resource for career information.

MECCA ACTIVITY PLAN

TITLE: CAREER EDUCATION SURVEY (SS60) SUGGESTED GRADE LEVEL: 4-9

INFUSION: SOCIAL STUDIES

LEVEL: EXPLORATION

GOAL 1: SELF AWARENESS

Obj. 1.5 Relates personal needs values, and interests to behavior, decisions, and careers by (1.5C) relating these to priorities given to task selection, decisions made in and out of school; (1.5H) Identifies and uses sources of information about self.

GOAL 8: CAREER INFORMATION

Obj. 8.4 Uses decision making skills in (8.4D) analyzing career options in terms of a number of appropriate criteria including mobility, job security and lifestyle.

Materials:

Activity Sheets A-D - Career Education Survey
Pencils

Activities:

Teacher Comments:

1. Give students Activity Sheets A-C with the explanation that they are to choose the best answer and complete the written parts at the end. This survey will aid them in investigating personal needs and interests in relation to careers.
2. Discuss correct responses.
3. Discuss the variety of responses to the items at the end of the survey and note connections between interests, attitudes, and employment. Note also the variety of answers among class members. Everyone has their own idea of what they like to do.

Evaluation:

1. Student participation in completing the survey.
2. Student writing interests and attitudes toward work and analysis of career options in terms of mobility, job security, and lifestyle.

=====

Career Education Survey

Directions: Mark your response to each item by checking either as true or false. Complete the written answers at the end.

Name _____ Class _____

Counselor or Teacher _____

	T.	F.
1. Many jobs are unimportant. _____		
2. Most of us could be successful in a number of different occupations. _____		
3. Being a girl does not influence career choice. _____		
4. Experience we have in childhood affect career our career choices. _____		
5. How we feel about ourselves affects our job choice. _____		
6. Most people could be successful in different occupations. _____		
7. A black has an equal choice for employment. _____		
8. New occupations are always coming into existence. _____		
9. Personal characteristics are very important for job success. _____		
10. Most people are satisfied with one occupational choice. _____		
11. For some occupations, it is necessary to live somewhere else to get a promotion. _____		
12. Our personal characteristics change throughout our lives. _____		
13. Most adults can be retrained for a different occupation. _____		
14. Most of us stay at one occupation throughout our lives. _____		
15. Staying in the community affects the number of occupations available to you. _____		

	T.	F.
16. Our success and failures do not contribute to career decision making._____		
17. It is important to understand ourselves to make good career choices._____		
18. The occupational market is always changing._____		
19. A person's size does not affect occupational choice._____		
20. It is a person's responsibility to gather information about occupations._____		
21. A recession affects some occupations more than others._____		
22. How well you do in school does not affect occupational choice._____		
23. A person should be allowed to make his own occupational choice._____		
24. Your health conditions will affect jobs open to you._____		
25. Changes in the world situation do not affect job opportunities._____		
26. Each of us is responsible for our occupational choice._____		
27. If you are a doctor and do not like your work, you cannot change to a different job._____		
28. Political decisions do not affect the occupational market._____		
29. Occupations can be classified into a group according to their similarities._____		
30. The introduction of machines to save labor affects many jobs._____		
31. Your hobbies could have an affect on career choice._____		
32. School courses can be important for career choice._____		
33. All occupations contribute to society's living._____		

	T.	F.
34. You probably will have more leisure than adults in your family._____		
35. The amount of time you have for leisure is not affected by your occupation._____		
36. Knowing how different occupations are inter-related gives you a wider choice of occupation._____		
37. Most occupations have no disadvantages._____		
38. It is necessary to go to college for training._____		
39. There are several ways to become an airline pilot._____		
40. All jobs give people personal satisfaction._____		
41. There are things you can do to make occupations more satisfactory._____		
42. There are usually several ways to get training for a specific occupation._____		
43. Every occupation has its disadvantages._____		
44. A person who is dissatisfied with one company can be satisfied with another company doing the same kind of work._____		

Written Questions:

1. On the lines at the left, list three things in which you have an interest. Follow this with three occupations you think might match that interest.

InterestsOccupations

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |

2. What causes occupations to be added and/or eliminated in the marketplace?

3. Where could you get more information about occupations? (List as many as possible.)

4. How important are job security, mobility (where you work), and opportunity for advancement?

MECCA ACTIVITY PLAN

TITLE: CAREER CLUSTER

SUGGESTED GRADE LEVEL: 4-9

CLASSIFICATION (LA101/SS49)

INFUSION: LANG. ARTS/SOCIAL ST.

LEVEL: EXPLORATION

GOAL 8: CAREER INFORMATION

Obj. 8.2 Knows how to locate and use appropriate career information by (8.2E) exploring careers by clusters and levels.
 Obj. 8.4 Uses decision making skills to identify career directions by (8.4B) understanding that the availability of work is related to demand for goods and services.

Materials:

Large sheets of oaktag and magic markers
 Pencils and newspaper help wanted ads
 Activity Sheet A - List of career clusters

Activities:

Teacher Comments:

1. Ask students to make a large chart identifying the career clusters.
2. Assign a number to each cluster.
3. Ask students to choose help wanted ads and write the number of the appropriate career cluster on each ad.
4. Ask students to identify and write the title of each job in the appropriate career cluster on the chart.
5. Discuss why some jobs are more available and why some clusters are more in demand in your community.

Evaluation:

1. Student ability to identify clusters.
2. Student recognition of the relation between demand for goods and services and the availability of jobs.

List of Career Clusters

1. Agri-Business & Natural Resources
2. Business & Office Careers
3. Communications & Media
4. Construction
5. Consumer & Homemaking
6. Environmental Control
7. Fine Arts & Humanities
8. Health
9. Hospitality & Recreation
10. Manufacturing
11. Marine Science
12. Marketing & Distribution
13. Personal Services
14. Public Services
15. Transportation

MECCA ACTIVITY PLAN

TITLE: REWARDS ON THE JOB (SS77) SUGGESTED GRADE LEVEL: 4-12

INFUSION: SOCIAL STUDIES

LEVEL: EXPLORATION/PREPARATION

GOAL 4: WORK HABITS AND ATTITUDES

Obj. 4.2 Exhibits positive work attitudes by (4.2E) Identifying attitudes of self and others that contribute to successful task accomplishment (grades 4-6); (4.2G) demonstrating responsibility for personal behavior (grades 7-9); and (4.2J) identifying ways in which workers can improve their work in terms of satisfaction (grades 10-12).

Materials:

Activity Sheet A - Rewards Checklist
Pencils

Activities:

Teacher Comments:

1. Give students Activity Sheet A and ask them to read each statement and then rate the importance of the statement with the number of 1 - 4 with:
 1= very important
 2= important
 3= average importance
 4= not important
2. Discuss student responses in relation to responsibility for personal behavior. Interpret items into self-understanding terms.
3. (Students in the upper age ranges) Discuss how these items, matched to occupational choices can aid worker satisfaction.

Evaluation:

1. Student participation in completing checklist and discussion the implications of responses.

=====

Rewards on the Job

Directions: Rate each statement according to: 1 = very important;
2 = important; 3 = average importance; 4 = not important.

- ___1. I want a job that makes use of my abilities.
- ___2. A job well done gives me a feeling of accomplishment.
- ___3. I like to be busy all the time.
- ___4. I like a job which provides opportunity for advancement.
- ___5. I like to tell other people what to do.
- ___6. My pay for a job should be equal to, or compare well,
with that of other workers.
- ___7. I like a job where I try out some of my own ideas.
- ___8. It is O.K. for me to work alone on a job.
- ___9. I should get recognition for the work I do.
- ___10. I am able to make decisions on my own.
- ___11. I want a job which provides steady employment.
- ___12. I like to do things for other people.
- ___13. I want to be "somebody" in the community
- ___14. I like to do something different everyday.
- ___15. The Job I have should have good working conditions.
- ___16. I want to get weekends and holidays off.
- ___17. I want to work only 8 hours a day.
- ___18. I want to get overtime pay for holidays or hours worked
over my 8 hours a day.
- ___19. I prefer not to be required to buy any tools or supplies.
All tools and supplies are provided by my employer.
- ___20. I want a job that is clean.

MECCA ACTIVITY PLAN

TITLE: PERSONAL INTERESTS (LA112) SUGGESTED GRADE LEVEL: 4-12

INFUSION: LANGUAGE ARTS

LEVEL: EXPLORATION

GOAL 10: LEISURE PREFERENCES AND PERSONAL RESPONSIBILITIES

Obj. 10.1 Identifies leisure preferences through (10.1B)

distinguishing leisure activities from other kinds of work.

Obj. 10.2 Indicates effective use of leisure time through (10.2B)

describing benefits derived from use of leisure time and (10.2C)

assessing the value of hobbies and activities in personal

development and (10.2H) expressing satisfaction and reasons for

that satisfaction concerning use of leisure time.

Materials:

Activity Sheet A - Personal Interest Inventory

Paper and Pencils

Activities:

Teacher Comments:

1. Distribute Activity Sheet A to groups of two students.

2. Ask students to identify leisure time and career oriented activities they find most enjoyable by listing them as answers to the 12 questions on the Activity Sheet.

3. In the class group, discuss student answers and look for patterns of preferences.

4. Ask students to write three paragraphs, each indicating a particular interest, the reasons they feel this way and the benefits they receive from doing the activities.

Evaluation:

1. Quality of student writing indicating interest preferences and benefits/satisfaction they provide.

=====

PERSONAL INTEREST INVENTORY

1. What activities do you enjoy where you are helping or working with someone else?
2. What activities do you enjoy where you have to use your hands to make or fix something or use tools or materials , such as wood, fabric, plastic, food, chemicals?
3. What activities do you enjoy where you have to be friendly and social?
4. What activities do you enjoy where you must be very accurate and careful?
5. What activities do you enjoy where you have to use your imagination or in which you need to be creative?
6. What activities do you enjoy where you have to persuade or convince someone else to do something--like selling or giving advice?
7. In what activities do you enjoy being the leader?
8. What extracurricular activities in school do you enjoy?
9. In what school subjects or topics are you most interested?
10. What would you choose to do by yourself on a one month vacation?
11. What would you choose to do with others on a one month vacation?
12. List all the activities in the last two weeks that you chose to do (without force) after school or on weekends.

MECCA ACTIVITY PLAN

TITLE: THE ROAD TRIP (MS42)

SUGGESTED GRADE LEVEL: 5-9

INFUSION: MATH

LEVEL: EXPLORATION/PREPARATION

GOAL 3: DECISION MAKING

Obj. 3.1 Is able to use decision-making process by (3.1E) demonstrating the obtaining of adequate and relevant information for decisions and (3.1F) identifying ways to increase options and reduce risk.

Obj. 3.8 Demonstrates the ability to participate in group decision-making by (3.8B) participating in group decision-making.

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS

Obj. 5.5 Uses computational skills effectively by (5.5B) applying computational skills to school and non-school activities.

Materials:

Road maps of local state and those states which are contiguous. Airline, train or bus schedules. Activity Sheet A - Road Trip.

Activities:

Teacher Comments:

1. Review decision-making processes.
2. Provide the coordinates of several large cities and ask the students to locate them on the maps. Give students a list of destinations and ask them to calculate the mileages to the places by car.
4. Using the average miles per gallon of the teacher's car, ask students to calculate the cost of gasoline for the trip.
5. Ask students to calculate the air or train miles to the various destinations and figure the cost of flying or riding the train.
6. Compare the cost of driving or using public transportation. Which is most effective?
7. Ask students to complete Activity Sheet A and share the results with other class members, reaching a decision by consensus regarding the most effective mode of transportation.

Evaluation:

1. Accurate calculation of miles and fuel consumption.
2. Written solution to problem Road Trip (Activity Sheet A).
3. Student ability to cope with consensus decision-making.

=====

Road Trip

Directions: You need to be at a meeting 400 miles from home at 9 o'clock Monday morning. What decisions would you need to make? What options would be available to you? Write out your answers below.

1. Decisions I need to make:

2. The following are options I have:

3. What decision-making processes did you use?

MECCA ACTIVITY PLAN

TITLE: INTERVIEWING AND RANKING (SS7) SUGGESTED GRADE LEVEL:5-9

INFUSION: SOCIAL STUDIES

LEVEL: AWARENESS

GOAL 4: WORK HABITS AND ATTITUDES

GOAL 8 CAREER INFORMATION

OBJ. 4.6 Practices positive work habits and attitudes by (4.6B) identifying, valuing and practicing work habits such as honesty, dependability and punctuality.

OBJ. 8.2 Knows how to locate and use appropriate career information by (8.2F) using community resources to obtain career information.

Materials:

Activity Sheets A, B Interview and ranking sheets (one per student)

Pencils

Activities:

Teacher Comment:

1. Discuss with students the attributes listed on the Activity Sheet Interview Guide. Ask students to identify and give examples of their personal use of such attributes.

2. Review interviewing techniques.

3. Assign each student to interview one person using the Interview Guide.

4. Ask students to ask the people being interviewed to rank the items on the Interview Guide from 1-6, in order of importance to their job.

5. Ask students to complete the ranking sheets by transferring the information onto it from the Interview Guide.

6. Discuss how each attribute compared on the ranking sheets.

Evaluation:

1. Student examples of personal use of positive work habits and attitudes.

2. Student use of community resources for gathering information to report to the group.

Ranking Sheet

For each qualification listed below, rank the jobs according to importance in performing the job (1 = most important; 6 = least important)

1. Punctuality:

☐ School Nurse
☐ Principal
☐ Custodian
☐ Librarian
☐ Speech Therapist
☐ Secretary
☐ Classroom Teacher
☐ Counselor

2. Work under stress:

☐ School Nurse
☐ Principal
☐ Custodian
☐ Librarian
☐ Speech Therapist
☐ Secretary
☐ Classroom Teacher
☐ Counselor

3. Attend to details:

☐ School Nurse
☐ Principal
☐ Custodian
☐ Librarian
☐ Speech Therapist
☐ Secretary
☐ Classroom Teacher
☐ Counselor

4. Courtesy:

☐ School Nurse
☐ Principal
☐ Custodian
☐ Librarian
☐ Speech Therapist
☐ Secretary
☐ Classroom Teacher
☐ Counselor

5. Work well with others:

☐ School Nurse
☐ Principal
☐ Custodian
☐ Librarian
☐ Speech Therapist
☐ Secretary
☐ Classroom Teacher
☐ Counselor

6. Be steady with hands:

☐ School Nurse
☐ Principal
☐ Custodian
☐ Librarian
☐ Speech Therapist
☐ Secretary
☐ Classroom Teacher
☐ Counselor

INTERVIEW GUIDE

Question: Would you please rank the following as to their importance in your job?

School Nurse

punctuality _____
 work under stress _____
 attend to details _____
 courtesy _____
 work well with others _____
 be steady with hands _____

Speech Therapist

punctuality _____
 work under stress _____
 attend to details _____
 courtesy _____
 work well with others _____
 be steady with hands _____

Principal

punctuality _____
 work under stress _____
 attend to details _____
 courtesy _____
 work well with others _____
 be steady with hands _____

Secretary

punctuality _____
 work under stress _____
 attend to details _____
 courtesy _____
 work well with others _____
 be steady with hands _____

Custodian

punctuality _____
 work under stress _____
 attend to details _____
 courtesy _____
 work well with others _____
 be steady with hands _____

Classroom Teacher

punctuality _____
 work under stress _____
 attend to details _____
 courtesy _____
 work well with others _____
 be steady with hands _____

Librarian

punctuality _____
 work under stress _____
 attend to details _____
 courtesy _____
 work well with others _____
 be steady with hands _____

Counselor

punctuality _____
 work under stress _____
 attend to details _____
 courtesy _____
 work well with others _____
 be steady with hands _____

MECCA ACTIVITY PLAN

TITLE: HOW WOULD YOU LABEL? (LA69) SUGGESTED GRADE LEVEL: 6-8

INFUSION: LANGUAGE ARTS

LEVEL: AWARENESS

GOAL 7: SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDINGS
OBJ. 7.5 Is aware of the need to eliminate sex bias and the need to compensate for the effects of sex role stereotyping by (7.5D) recognizing the effects of sex role stereotyping on individuals.

Materials:

Activity Sheets A,B,C, Stereotypes (one per student)
Pencils

Activities:

Teacher Comments:

1. Discuss with students the meaning of stereotypes (A person possessing or believed to possess characteristics or qualities that typify a particular group.)

2. Ask students to give examples of stereotypes--some common ones are: all nurses are women; rich people are snobbish; teenagers are wild, etc.

3. Ask students if they have ever experienced being stereotyped? If so, how did it make them feel?

Additional discussion might be stimulated by:

- a. Remarks, such as, "What can you expect, she's a girl?"
- b. "Who's a sissy?" A boy who sews?
A boy who knits or plants flowers?
- c. Are people who excel and succeed at most everything conceited?
- d. Do people who dress differently from most others become considered "weird"?
- e. Who's a loser? What is a loser?
- f. Do women talk a lot?

4. Give students the Activity Sheets and follow with additional discussion.

Evaluation:

Student discussion indicating recognition of the effects of stereotyping on individuals.

STEREOTYPES

BACKGROUND INFORMATION

People stereotype others when they don't know them well or don't like them. They might make statements like:

"He's weird."

"She's a show-off"

If you asked someone who said, "She's a flirt," why they thought so, the reply might be, "She goes out with a different boy every night." This is as if to say that any girl who goes out often with different boys is a flirt.

People upset others when they say, "You're stupid," "You're lazy," or "You're ugly." Often what is said is based on just one or two characteristics of a person, such as appearance, behavior, character, or activity.

SOME COMMON STEREOTYPES

All nurses are women.

All doctors are men.

Rich people are snobbish.

Athletes are big, brawny and dumb.

Teenagers are wild

Smart kids are bookworms.

Politicians are dishonest.

People from the country are hicks.

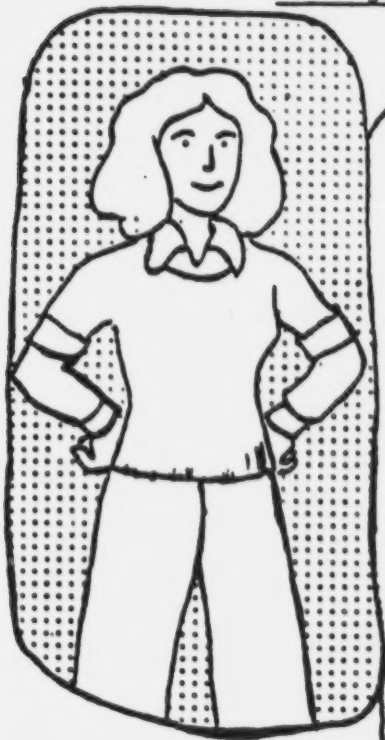
WHAT IS YOUR DEFINITION OF STEROTYPING? Write your definition below.

Understanding, or trying to understand others, is the opposite of stereotyping. Understanding involves being interested in a person as an individual and trying to identify with him or her. When we care about a person and want to understand, we are prepared to change any idea of that person which turns out to be false. We don't simply put a label on that person and leave it at that.

Good personal relations are hard to build when we stereotype others. When we do this, we are unable to see the person as an individual. We do not stop to think the things we say may be false or misleading.



How Might Someone Label Them?



MECCA ACTIVITY PLAN

TITLE: RELATION OF PUNCTUALITY
TO WORKER PAY (MS38)

SUGGESTED GRADE LEVEL: 6-9

INFUSION: MATH

LEVEL: EXPLORATION/PREPARATION

GOAL 4: WORK HABITS AND ATTITUDES

Obj. 4.2 Exhibits a positive work attitude by (4.2E) identifying attitudes of self and others that contribute to successful task accomplishment and (4.2G) demonstrating responsibility for personal behavior.

Materials:

Activity Sheet A - Quarter Hours

Activity Sheet B - Minutes on a Clock

Pencils

Activities:

Teacher Comments:

1. Discuss:

- a. Hourly workers time is most often computed in quarter hour periods.
- b. Time clocks record the exact time a worker "punches" in, but when pay is figured, it is figured by quarter hours. (Pay time starts at the next quarter.)
- c. Lunch time break follows the same rule as "b" above.

2. Give students Activity Sheet A and explain the whole number of minutes, show fractions of the hour by reducing. (eg., 15 minutes = $15/60 \times 5/5 = 3/3 \times 3/12 = 1/4$)

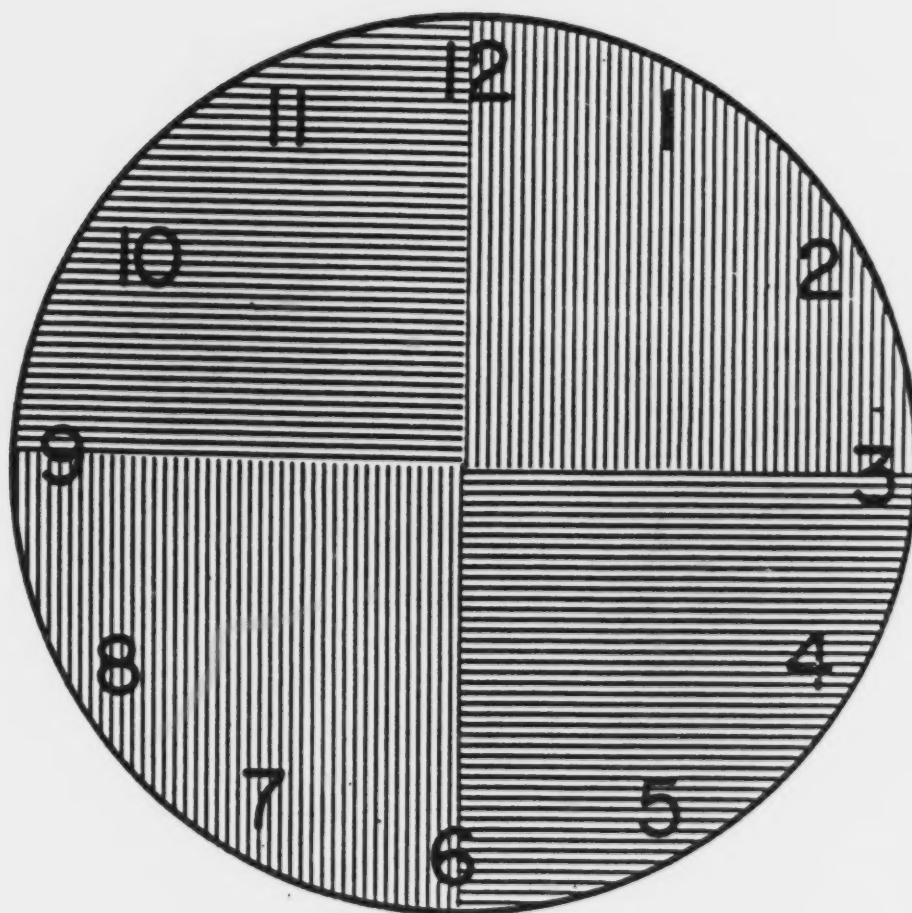
3. Repeat the procedure for 30 and 45 minutes.

4. Ask students to: Read off time examples from the sheet and write them (ex. 8:45); Tell when pay will start using various punch in times, and tell when pay will start with those time.

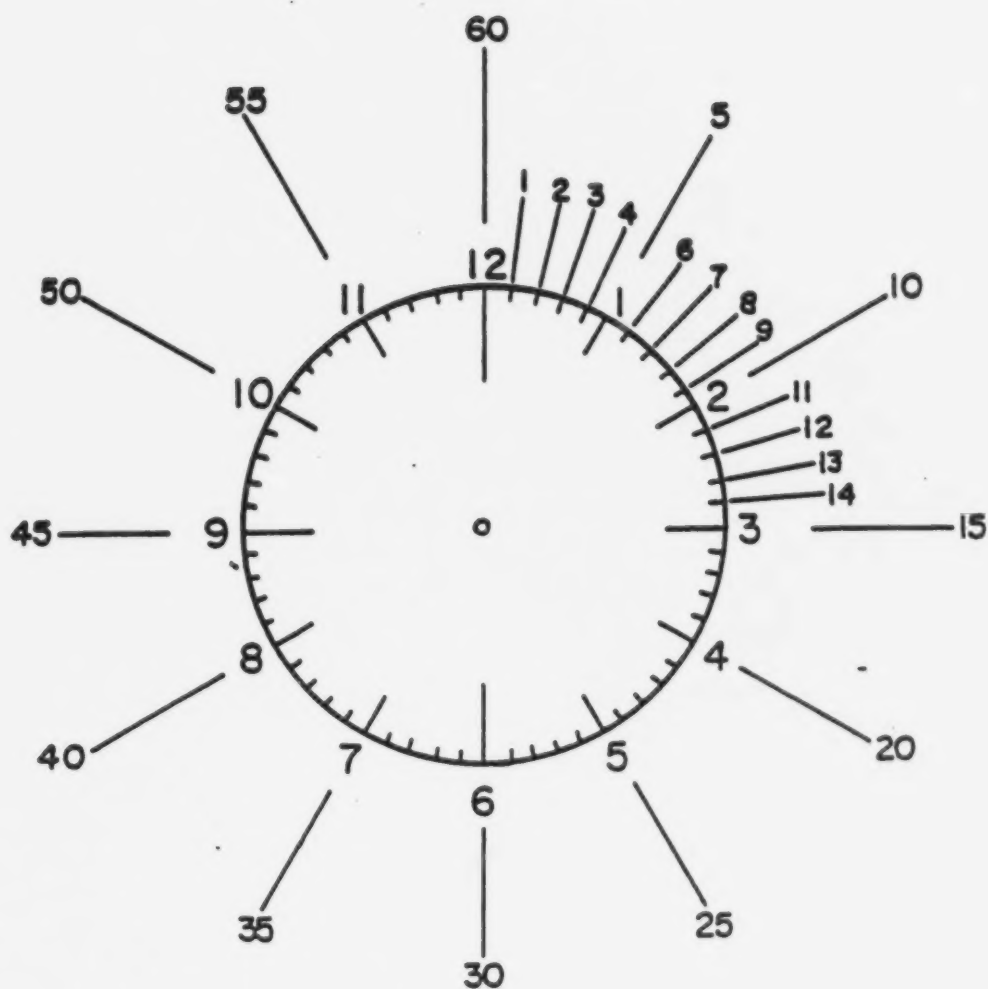
5. Discuss the relation of punctuality to responsibility for personal behavior. Who is responsible if a worker is "docked" pay? Ask what other attitudes in addition to punctuality will contribute to work success.

Evaluation:

1. Student list of attitudes that will contribute to worker success.
2. Student discussion indicating understanding of worker responsibility.



QUARTER HOURS



MINUTES ON A CLOCK

MECCA ACTIVITY PLAN

TITLE: ATTITUDE QUESTIONS (LA21) SUGGESTED GRADE LEVEL:6-9

INFUSION: LANGUAGE ARTS LEVEL: AWARENESS

GOAL 2: INTERPERSONAL SKILLS

Obj. 2.5 Affirms the need for positive interpersonal relationships by (2.5G) identifying elements necessary for positive and effective team work.

GOAL 4: WORK HABITS AND ATTITUDES

Obj. 4.6 Practices positive work habits by (4.6B) identifying values and work habits such as honesty, dependability, and punctuality and (4.6C) describing ethical standards as they relate to careers.

Materials:

Pencils

Activity Sheet A - What's My Attitude

Activities:

Teacher Comments:

1. Discuss with students the ways one's attitudes and abilities affect other people on the job.
2. Give students Activity Sheet A and allow adequate time for completion.
3. Discuss Activity Sheet responses. Talk with students about the way they feel when being around people with either positive or negative attitudes.
4. Emphasize the "I can" or "I will try" attitudes.
5. Ask students to identify one in which they would like to improve. Have them write this as a goal and indicate steps they may take toward reaching that goal.

Evaluation:

1. Student completion of Activity Sheets indicating identification of positive work habits and attitudes.
2. Student discussion indicating an understanding of the elements necessary for effective team work on the job.

WHAT'S MY ATTITUDE?

YESNO

- | | | |
|--|-------|-------|
| 1. Do I try to get other people to do things for me rather than do them myself? | _____ | _____ |
| 2. Do I care about being on time? | _____ | _____ |
| 3. Do I try to get by with as little work as possible? | _____ | _____ |
| 4. Do I think that good manners are for other people? | _____ | _____ |
| 5. Am I an eight-hour worker and resent spending a little more time on the job? | _____ | _____ |
| 6. Do I leave my personal belongings on the floor and expect someone else to pick them up? | _____ | _____ |
| 7. Do I care about only "me" and forget about everyone else? | _____ | _____ |
| 8. Do I leave rooms in good order and turn off lights? | _____ | _____ |
| 9. Do I always make excuses for things I have not done? | _____ | _____ |
| 10. Do I throw trash (paper, etc.) on the ground when no one is looking? | _____ | _____ |
| 11. Do I gossip about people? | _____ | _____ |
| 12. Do I try to get attention by being the clown of the group? | _____ | _____ |
| 13. Do I care about only the "glory" jobs and let everyone else do the "dirty" jobs? | _____ | _____ |
| 14. Does it seem that people are always criticizing me for something? | _____ | _____ |
| 15. Do I dislike and think poorly of my parents for telling me what time to be in, how I should act, etc.? | _____ | _____ |
| 16. Do I think poorly of older people, put up with them but not really respect them? | _____ | _____ |
| 17. Do I tell things (secrets, etc.) about people that I shouldn't? | _____ | _____ |
| 18. Do I, at times, tease and bully people just for the fun of it, or to make them angry? | _____ | _____ |

MECCA ACTIVITY PLAN

TITLE: EYES ON THE FOOD
(LA135/SS57)

SUGGESTED GRADE LEVEL: 6-9

INFUSION: LANG. ARTS/SOCIAL ST. LEVEL: EXPLORATION

GOAL 4: WORK HABITS AND ATTITUDES

Obj. 4.3 Understands the nature of work by (4.3E) respecting the work of people in all kinds of employment and (4.3F) engaging in or understanding a variety of paid and non-paid work activities.

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS

Obj. 5.4 Uses objective and critical thinking by (5.4B) utilizing basic research skills in problem solving and (5.4C) developing and using skills of inquiry.

Materials:

Paper and pencils

Activities:

Teacher Comments:

1. Ask students to recall visits they have made to a fast food restaurant. Focus on customers, employees and the environment.

2. Generate a list of observation questions from students regarding customers, employees and the setting, such as:

Employees

- a. Do they appear to enjoy their work?
- b. Are they clean and polite?
- c. Do they get a chance to rest?

Customers

- a. Are they men, women, children, families?
- b. Are they eating a snack or a meal?
- c. How do they arrive? by car, etc.
- d. What do they do besides eat?

Setting

- a. What safety precautions are taken?
- b. What health regulations are followed?
- c. How pleasant are the surroundings?

3. Ask students to use the questions they generated by visiting several local fast food restaurants and reporting their findings to the group. Contrast and compare findings from the different restaurants.

Evaluation:

- 1. Quality of student participation in generating observation questions.
- 2. Student participation in observations and reporting of findings.

MECCA ACTIVITY PLAN

TITLE: CONSIDER... (SS102)

SUGGESTED GRADE LEVEL: 6-12

INFUSION: SOCIAL STUDIES

LEVEL: PREPARATION

GOAL 3: DECISION MAKING

OBJ. 3.1 Is able to use decision making, (3.1C) analyzes and weighs probability and desirability of alternatives.

3.4 Is able to assume responsibility for making decisions through (3.4C) describing short and long term consequences of decisions.

Materials:

Activity Sheet A Consider...(one per student)

Pencils

Activities:

Teacher Comments:

1. Discuss with students the procedure for terminating a job. Discuss what happens if these steps are ignored.

- a. Try to have another job before quitting a job.
- b. Allow sufficient time between giving notice and leaving so that the employer will not be left short when you leave.
- c. When terminating a job, give your employer verbal notice first followed by a typed note stating your reasons for leaving.
- d. Leave a job with good feelings between you and your employer. A recommendation may be needed at a later date.

2. Ask students to fill in the Activity Sheet A by stating the opposite behavior across from each negative behavior.

3. Ask students to write a short resignation note.

4. Role-play a conference of a student with the boss giving verbal notice and stating the reasons for leaving a job.

Evaluation:

1. Student participation in discussion and role-playing situation.
2. Quality of written work explaining and justifying termination, giving long and short term consequences.

=====

Consider...

1. Consider... Should you quit one job before obtaining another?
 2. Consider... The reasons you might give for leaving a job when you give adequate notice to your employer.
 3. Consider... The way you give notice to your employer. You tell the employer verbally and then give a short typed note stating your reasons for leaving.
- =====

Now, in the space below, write a brief note giving notice of job-leaving stating the reasons for leaving and the short and long term consequences to you.

MECCA ACTIVITY PLAN

TITLE: DISCOVERING VALUES
(LA127/SS72)

SUGGESTED GRADE LEVEL: 6-12

INFUSION: LANG. ARTS/S.STUDIES

LEVEL: AWARENESS/EXPLORATION

GOAL 2: INTERPERSONAL SKILLS

OBJ. 2.4: Analyzes differences between personal values and the value orientation of others by (2.4B) differentiating own values from those of peers; (2.4C) comprehends that certain values may not be assigned equal importance by others; and (2.4F) identifies the positive and negative effects of different value orientations.

Materials:

Activity Sheets A-H What Do I Value (one per student)
Paper and pencils

Activities:

Teacher Comment:

Note: this activity is completed
in two parts.

Part 1.

1. Students read Activity Sheet A and B and follow directions for listing preferred activities on Activity Sheet C.

Part 2.

1. Students read Activity Sheet D and follow the directions for additional coding of the 24 item from Activity Sheet B. Activity Sheet E can be used for this step.

2. Students compare and discuss their lists among the group noting similarities and differences.

3. Give students additional paper and a copy of Activity Sheet F. Ask students to complete this activity.

4. Discuss responses comparing different student answers to "From this activity I learned..."

Evaluation:

Student seriousness of purpose and analysis of own value orientation and the contrast of this with others' value systems.

=====

VALUES EXERCISE: TWO DOZEN THINGS I LIKE TO DO

This is a scene from the Paddy chafsky film Marty, where MARTY, the aimiable, but amiless Bronx butcher, is talking to his friend Ange about their plans for the evening.

"What do you want to do tonight, Marty?"

"I dunno, what do you want to do tonight, Ange?"

"I dunno, what do you want to do, Marty?"

Over and over, a treadmill to oblivion: indecision, a complete lack of interesting alternatives or choices. How many lives are this aimless, empty, or colorless?

The person who clarifies his values generally knows what he wants to and plans ahead for it. This strategy is one you will

want to continue throughout life, in one form or another, preferably in the form of action. The important values-search question that underlies this exercise is: "What am I getting out of my life?"

You're not participating in a life of freely chosen values if you passively accept everything as inevitable. It is necessary to define and pursue your own goals. Otherwise, you will not experience the feeling of self-action or self-satisfaction.

"Two Dozen Things I love to do" will aid you in looking at those things that you most value and cherish. Then, when you know what these important foundations are, you can go about building the structure of your life more knowingly and alertly.

Values Exercise:

=====

On the accompanying sheet of paper, next to the numbers 1-24, write down 24 things you like to do. Write them in any order. Now, read over your list. Notice the columns on the right numbered 1-10. Below are the instructions for labeling the columns next to each item you wrote down.

1. Put an M (for me) by those things you like to do alone. Put an O (for others). If you can go either way on a particular subject, put M-O.
2. How much does this cost? Put S. by any activity that costs more than \$5.
3. Most of us change our preference frequently. Put the letters NP (for not previously) by those situations that would not have been important to you a few years ago.
4. Some activities are spontaneous, others require planning. Put an S by those things that tend to be spontaneous and a PA by those you must plan ahead for.
5. Out of the 24 things you like to do most, what 5 are the most important to you? Number those 5 in order of your preference.
6. Reviewing each of the 24 items, try to remember when you last did it -- jot down an actual or approximate date.
7. How often each year do you usually do each of these most favorite things? VO means very often, S will mean sometimes, and HE will mean hardly ever.
8. Put an X by those activities that you want someone you love to love doing.
9. Place the letter V by those activities you know you have been validated, that is praised for doing.
10. Put the number 52 by those activities that you would want to do at least once each week for the rest of your life.

D.

Values Exercise:

It is useful to save your list of things you like to do and look at it for time to time. Remember that this strategy can be repeated at regular intervals throughout the year. You might try coding your list in different ways.

On the accompanying sheet, you are to take the items listed, 1-24, on your first sheet and mark them according to the additional codes listed below.

1. We are often influenced by social convention. Put an I in front of those things you like that seem irregular.
2. Our society is still oriented to the work ethic. Frittering your time on nonproductive pursuits may be frowned upon. If any of your favorites are frittering your time away mark them F.
3. If any of the 24 items relate to a particular time of the year, mark them CL for calendar limitation.
4. Developing skill in any pursuit is a challenge. Indicate areas with DS wherever you want to improve yourself.
5. Exercise is essential for physical, as well as, mental health. An E can mark those activities that involve exercise.
6. Many families pass along traits and skills. Look for things you would like to pass along. Code these PA.
7. Some of your likes may involve the possibility of physical or psychological danger. Mark them CR for calculated risk.

E.

8. Some activities help us grow intellectually and emotionally.

Indicate SI for self-improvement.

9. Too often we don't spend the time we want to on things we like.

Put an MO by these for more often.

10. Which of these activities are a source of relaxation? Mark those R.

11. The weather has a lot to do with your happiness. Show a W. by these items affected by weather.

12. Sometimes enthusiasm for one of your activities can be so strong that you want to spread and share it with others. Mark these S.

13. Some of your favorite things might be a health hazard. Show an HH.

14. If you live to be 100 and are in good health, which of these activities do you think you will still enjoy? Write 100 by these.

15. Write the letters FY next to those items that you think will not appear on your list 5 years from now.

=====

F.
Values Exercise:

=====

Discoveries

This may be one of the shortest strategies you will do. It also may be one of the most important. Discoveries can represent great growth potentials if you are persistent and honest in your search for self.

Discoveries is a private exercise. It depends on what you are discovering. Discoveries always follow other strategies. It compliments and completes them.

Consider the following sentence beginnings:

I learned that I...

I was surprised that I...

I remembered...

I found it hard to believe...

I was saddened that I...

I enjoyed...

I never knew...

I plan to change...

G.
Values Exercise:

After a strategy like "Two Dozen Things I Love to Do" look at your end data as a natural scientist might. What can you spot as trends, patterns, or thread? What does the data suggest? What have you learned about yourself? Notice the second pronoun, I, and how it is used in discovery sentences.

Do you remember that at the beginning of this exercise it was mentioned that these exercises could be done over again with several days, weeks, months between them? If you can do this from time to time, begin to make a chart of your answers and how they change. This will help you in discovery.

Discoveries can also be used in your everyday activities. For example, "Discoveries" could be made after a good party. Perhaps, "I discovered that I enjoy parties more when I take the risk of talking to people I don't know very well. Discoveries might be made about a relationship with others. "I learned that I need more recognition from my friends." Or it might be, "I discovered that I don't have enough stimulating people around me."

Discoveries can also be made about your job, leisure-time activities, avocations, and enthusiasms. When you assume the responsibility for your own "valuing", and learn "I discovered that I..." you will begin to enrich your search for values.

=====

	1	2	3	4	5	6	7	8	9	10
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5.										
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20.										
21.										
22.										
23.										
24.										

82.

LA127/SS72H

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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24.															

MECCA ACTIVITY PLAN

TITLE: THE LEMONADE STAND (MS8) SUGGESTED GRADE LEVEL: 7-8

INFUSION: MATH

LEVEL: AWARENESS

GOAL 7: SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING
 Obj. 7.2 Evidences economic understanding by (7.2F) discussing and applying economic principles.

Materials:

Activity Sheet A - The Lemonade Stand (one per group)
 Marker for each student to mark space on game board
 Die for each group
 Calculator (optional)

Activities:

Teacher Comments:

1. Discuss some of the factors involved in operating a business including overhead, gross profit, net profit, and bankruptcy.
2. Ask students to write out definitions and explanations of the words underlined above.
3. Arrange students into small groups to play the game, The Lemonade Stand. Give each player a marker and each group a set of die. A calculator can be used to check a winner's score.

If a student runs out of money, the die may be rolled one more time. If that person does not make enough on the second roll to "get out of debt" bankruptcy must be declared. Bankrupt players must exit the game.

Evaluation:

1. Quality and accuracy of definition of overhead, gross and net profit, and bankruptcy.
2. Teacher observation of calculations made by students during the game.

THE LEMONADE STAND

+ 4	+ 2	- 1	- 9	+ 6	- 3	+ 5	- 2	- 1
- 4	You are operating a lemonade stand. Sometimes you sell lemonade and earn money. Sometimes you must buy supplies and must pay out money. Give yourself 15¢ to start with. Roll the die and either add or subtract the amount on which you land. The one who has the most money when you have all finished is the most successful business person. (Take turns rolling the die.)							+ 4
+ 3								+ 7
- 5								- 7
- 1								- 3
- 6								- 5
+ 7								+ 8
+ 3								+ 9
- 2								+ 2

(The amounts in the boxes represent cents)

MECCA ACTIVITY PLAN

TITLE: GOODS AND SERVICES WORD
SEARCH (LA89)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANGUAGE ARTS

LEVEL: EXPLORATION

GOAL 7: SOCIO-TECHONOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING
Obj. 7.2 Evidences economic understanding by (7.2E) exploring
careers in terms of their economic importance to individuals and
to society in general.

Materials:

Activity Sheet A - Goods and Services
Activity Sheet B - Answer Key
Pencils

Activities:

Teacher Comments:

1. Discuss goods and services. Note the taxes which provides services to the community.
2. Give students Activity Sheet A for completion.
3. Discuss the answers of students and talk about basic needs for food, shelter, clothing.
4. Categorize the providers of basic needs as either providing goods or services.

Evaluation:

1. Student exploration of careers in terms of their economic importance to individuals and to society in general.

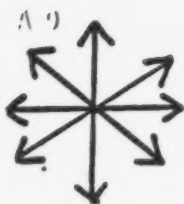


GOOD AND SERVICES WORD SEARCH

F L O O H C S V R W P
 G I C L D K Q B T E O
 O B R L O L R U T H L
 V R E E O B I A D F I
 E A T G F H V A P J C
 R R L K L I P N M P E
 N Y E C R U G O O D S
 M S H P B V W H X B D
 E Z S L S E X A T Y E
 H O I S E R V I C E S
 T C A R B Y S D A O R
 E J G H I H T O L C O

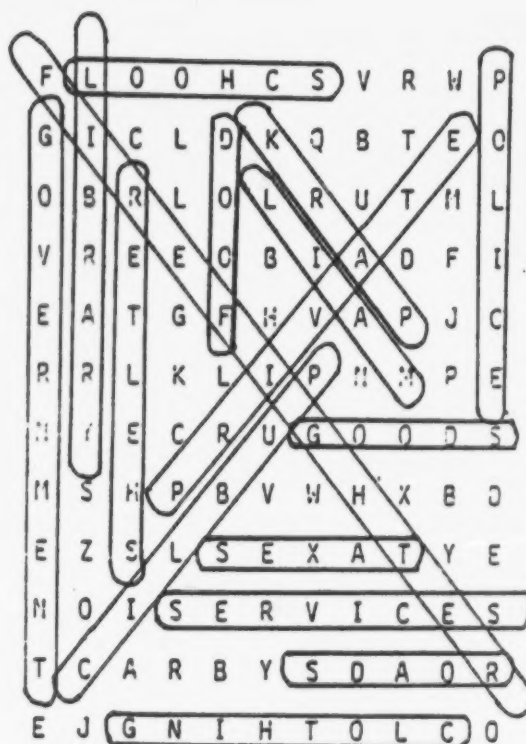
PUBLIC	ROADS
FIREFIGHTER	SERVICES
MAIL	LIBRARY
GOVERNMENT	POLICE
PRIVATE	TAXES
GOODS	SCHOOL
PARK	SHELTER
FOOD	CLOTHING





GOOD AND SERVICES WORD SEARCH

Answer Sheet



PUBLIC

ROADS

FIREFIGHTER

SERVICES

MAIL

LIBRARY

GOVERNMENT

POLICE

PRIVATE

TAXES

GOODS

SCHOOL

PARK

SHELTER

FOOD

CLOTHING



MECCA ACTIVITY PLAN

TITLE: KNOW YOURSELF (LA121/SS59) SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANG. ARTS/SOCIAL ST. LEVEL: EXPLORATION

GOAL 1: SELF AWARENESS

Obj. 1.4: Identifies personal needs, interests, and values by (1.4E) differentiating between interests, abilities and values.

GOAL 3: DECISION MAKING

OBJ. 3.5 Recognizes the variety of settings in which decisions are made and the influences on decision making by (3.5D) recognizing the factors that influence career decisions.

Materials:

Activity Sheets A - C - Know Yourself Student Inventory

Activity Sheet D - Answer Sheet

Activities:

Teacher Comments:

1. Define interests, personality, traits, self-awareness.
2. Discuss the concept of self-awareness, the interests students have in various areas, personality traits in people they know.
3. Administer the Student Inventory. (Activity Sheets A-C)
4. Discuss the responses to questions 10-20; the variety of responses to questions 21-25.
5. Draw a connection between student selection of responses and the factors which will influence career choice. Treat this as decision making. We make decisions all the time by the choices we make about the things we like to do.

Evaluation:

1. Student differentiation of interests, needs, values.
2. Student identification of personal needs and other factors which influence career choice.
3. Student recognition of the factors that influence career choice.

=====

Know Yourself Inventory

Directions: Answer true or false by checking T. or F.

T. F.

1. More than 75 percent of the people working are content with their occupations. _____
2. Being able to get along with people is an important trait that an individual must have if he/she hopes to succeed on a job. _____
3. Values are something we think are important. _____
4. Most people's personalities begin forming after the age of twelve. _____
5. After a personality has been formed, it is impossible to change it. _____
6. An interest inventory test will give you an I. Q. score. _____
7. A person who has a high degree of interest in the outdoors might consider a career in forestry or conservation. _____
8. A person who knows and understands his/her abilities, aptitudes and interests will be better able to make a career choice than a person who does not have this information. _____
9. A high school education is an important asset for obtaining a job in today's labor market. _____
10. Life-time earnings for non-high school graduates are about equal to that of high school graduates. _____
11. The personal appearance of a job applicant is not important to the person conducting a job interview. _____
12. Many young people are fearful of going for a job interview. _____

KNOW YOURSELF STUDENT INVENTORY

Answer the following questions by circling one or more of the letters on the left.

13. Understanding yourself is important because:
 - a. it will help me to understand myself better
 - b. it will assist me in choosing my friends
 - c. it will help me plan my life more realistically
 - d. all of the above
14. Studying about careers and occupations will:
 - a. help me to learn about different types of occupations
 - b. teach me how to do better on tests
 - c. help me to get a part-time job
 - d. all of the above
15. Learning about my interests and aptitudes will:
 - a. help make me a better person
 - b. determine whether or not I should quit school
 - c. help me to evaluate myself and my plans for the future
 - d. all of the above
16. A personality trait that will help me succeed in a job is:
 - a. tardiness
 - b. immaturity
 - c. laziness
 - d. honesty
17. The purpose of an interest inventory test is:
 - a. to learn how smart you are
 - b. determine whether you are capable of going to college
 - c. to find a specific job for each student
 - d. to relate broad occupational categories to my interests
18. The first thing that a person does when applying for a job with a company is to:
(2 answers are possible)
 - a. take a physical examination
 - b. fill out a job application form
 - c. speak to the personnel manager
 - d. demand an interview with the company president
19. Job application forms do not ask questions about:
 - a. your hobbies and interests
 - b. your future career goals
 - c. your religion and ethnic background
 - d. your school record and work experiences
20. It is important to show up for a job interview, looking: (2 answers)
 - a. neatly dressed and well-groomed
 - b. ready to work
 - c. very flashy and overly dressed
 - d. sleepy-eyed and casually dressed

21. Define the following items: (these definition answers will vary.)
- a. aptitude:
 - b. interest:
 - c. values:
 - d. vocations:
22. List four personality traits that you have.
- a.
 - b.
 - c.
 - d.
23. List four personality traits that you admire. Explain why.
- a.
 - b.
 - c.
 - d.
24. Name at least four things that you should ask someone about an occupation in which you are interested.
- a.
 - b.
 - c.
 - d.
25. List four things that you hope to learn from this.
Correct answers will be numerous.
- a.
 - b.
 - c.
 - d.

KNOW YOURSELF STUDENT INVENTORY
- ANSWER SHEET -

1. False
2. True
3. True
4. False
5. False
6. False
7. True
8. True
9. True
10. False
11. False
12. True
13. D
14. D
15. D
16. D
17. D
18. B and C
19. C
20. A and B

MECCA ACTIVITY PLAN

TITLE: SELF INVENTORY (LA122)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANGUAGE ARTS

LEVEL: EXPLORATION

GOAL 1: SELF AWARENESS

Obj. 1.4 Identifies personal needs, interests, and values through (1.4E) differentiating between interests abilities and values.

GOAL 3: DECISION MAKING

Obj. 3.5 Recognizes a variety of settings in which decisions are made and the influences on decision making by (3.5D) recognizing factors that influence career choices.

Materials:

Activity Sheets A-D - Self Inventory
Pencils

Activities:

Teacher Comments:

1. Discuss strengths, limitations, abilities, interests, and values.
2. Give students Activity Sheets and sufficient time for completing them.
3. Discuss various responses with the class with sensitivity to students' personal wishes about revealing their answers. Help students identify personal needs and other factors influencing career choices.

-
1. Student differentiation among interests, values, needs, limitations, abilities.
 2. Student recognition of factors influencing career choice.

=====

Self Inventory Activity Sheet

Name: _____

Directions: Complete the questions below by writing your answers in the space provided or on a separate piece of paper. These are confidential matters. You may feel they will be treated as such by your teacher.

I. Building a Resource Data Bank:

a. Successes in my life:

Major: _____

Minor: _____

b. Other accomplishments in my life:

Major: _____

Minor: _____

c. What do I want to do with my life? (Personal)

e. Some personal/career decisions affected by my limitations are:

d. What do I want to do with my life? (Career)

f. Some limitations I have which may change my career plans are:

g. Some support systems I have for helping myself achieve my desires/goals are: (What inner strengths do I possess? Who may I rely on for help?)

II. Building a healthy self concept:

a. When do I feel good about myself? _____

b. What person do I admire, and why? _____

c. When do I think I have had a failure? (explain)

d. Some things I learned from a failure are:

e. Four strengths I possess are:

f. Four limitations I have are:

g. I give something of my self to others by: _____

h. Is there anything about myself I want to change? (check)

___ Yes ___ No If you checked yes, what would you like to change?

i. What steps can I take to make the change above? _____

j. The steps I will take to make the change above?

III. Accepting Responsibility for Planning for an Occupation:

a. What am I doing now? What working role to I fulfill?

b. Five years from now I'd like to be doing:

IV. Developing Employable skills: (1 = poor; 2 = fair; 3 = very good; 4 = excellent)

	1	2	3	4
1. <u>Ability to Socialize with Others</u>				
a. Those my age _____				
b. Younger people _____				
c. Older people _____				
2. <u>Ability to solve a problem</u>				
a. Personal problems _____				
b. Work-oriented problems (school/work) _____				
3. <u>Ability to make decisions</u> _____				
4. <u>Ability to be sensitive to others</u> _____				
5. <u>Ability to give feedback to others</u> _____				
6. <u>Ability to receive feedback from others</u> _____				
7. <u>Ability to commit myself to a group activity</u> _____				
8. <u>Ability to say "no" when it is needed</u> _____				
9. <u>Ability to be honest with co-workers</u> _____				
10. <u>Ability to complete a job</u> _____				

V. Leisure Activities:

a. Four activities I like to do in my leisure time are:

b. I'd like to learn how to: _____

c. The things keeping me from learning the above (b.) are:

d. When I picture myself at age 65, I will probably enjoy the following leisure activity most:

e. When I am retired, I think I would like to contribute my efforts, talents and resources, toward:

VI. Reflection on this inventory:

a. In doing this inventory, I think I learned the most about myself in the section on:

b. The thing I learned most about myself was:

c. The following are positive steps I can make for improvement or to change some of the limitations I think I have:

MECCA ACTIVITY PLAN

TITLE: FAMILY JOBS (LA102/SS50) SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANG. ARTS/SOCIAL ST. LEVEL: EXPLORATION

GOAL 3: DECISION MAKING

Obj. 3.3 Adapts decisions to changing circumstances by (3.3C) indicating how some career decisions may change because of personal, social, economic, technological changes.

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS

Obj. 5.2 Relates communication skills to careers by (5.3C) identifying communication skills needed in a variety of career clusters and levels.

GOAL 6: CAREER IMPLICATIONS OF SUBJECT MATTER

Obj. 6.3 Develops and educational plan to address career choice by (6.3C) Identifying skills learned in school which are related to careers.

Materials:

Paper and pencils

Activities:

Teacher Comments:

1. Discuss interviewing techniques.
Promote the idea that an interview is an exchange of ideas between two people.

2. Develop a list of questions with students that might be asked about any kind of occupation: hours, pay, relationship to learning in school.

3. Ask students to interview family members about the jobs they hold or have had in the past. Students will report back to the class the number and types of jobs for each individual in chronological order with accompanying information obtained for items on the list in #2 above.

4. Students report to class the results of their research.

5. Discuss the variety and job movement of family members including indentifying those jobs which require computation or communication skills.

(Follow-up) Invite student family member to discuss with the class their job history.

Evaluation:

1. Student reports indicating job requirements and occupations related to school learning.

MECCA ACTIVITY PLAN

TITLE: JOB PREPARATION (SS88)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: SOCIAL STUDIES

LEVEL: EXPLORATION

GOAL 8: CAREER INFORMATION

Obj. 8.1 Uses knowledge of personal values, interests, needs, limitations to explore career options by (8.1F) examining careers in terms of potential satisfaction including monetary and non-monetary rewards.

Obj. 8.3 Is aware of a range of career options and their requirements through (8.3F) exploring a broad range of occupations in terms of their requirements.

Materials:

Occupational Outlook Handbook (or other career information source)
Paper and pencils
Activity Sheet A - Job Preparation

Activities:

Teacher Comments:

1. For each of the occupations listed on Activity Sheet A, ask students to check the career education resources to find out the income potential of each and which of them require:
 - a. 4 years or more of college
 - b. 2 years of college
 - c. apprenticeship
 - d. vocational training
 - e. high school
2. Discuss findings with the class.
3. Discuss entry level jobs in these areas; possible jobs these occupations might lead toward in an individual's future, and personal values, interest, needs and limitations imposed upon by job requirements.

Evaluation:

1. Student research indicating exploration of careers in terms of potential satisfaction including monetary and non-monetary rewards.
2. Student use of personal knowledge of interests, needs, values and limitations in reference to career options.

=====

Job Preparation

Directions: For each of the occupations below, check the educational or training requirements and list potential salary.

Training/Education:	4yr+	4yr.	2yr.	H.S.	Ap*	Voc.	Salary
a. teacher							
b. mechanic							
c. lawyer							
d. farmer							
e. doctor							
f. carpenter							
g. waitress							
h. forest ranger							
i. pilot							
j. truck driver							
k. clerk							
l. typist							
m. counselor							
n. police sargeant							
o. dentist							
p. firefighter							
q. electrician							
r. plumber							
s. engineer							
t. bookkeeper							
u. clergy							
v. city planner							
w. principal							

MECCA ACTIVITY PLAN

TITLE: UNIT PRICING (MS51)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: MATHEMATICS

LEVEL: EXPLORATION

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS

Obj. 5.5 Uses computational skills effectively by (5.5C) mastering skills appropriate for grade level and interest.

GOAL 7: SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING

Obj. 7.2 Evidences economic understanding by (7.2F) discussing and applying economic principles to personal resource management.

Materials:

Torn pages from the food section of newspapers
Paper and pencils

Activities:

Teacher Comments:

1. Ask students to list twenty different items which may be purchased from the supermarket in as many as three different sizes. The newspaper pages may serve as a resource for this.

2. Chart the prices of the three sizes for each item. Example:

Size 1-5 lbs., Price = \$2.69 per lb.

Size 2-10 lbs., Price = \$5.10 per lb.

Size 1-2 lbs., Price = \$1.00 per lb.

Size 1. 5 lbs. $\frac{.53 \frac{1}{5}}{\$2.69} = \$.54 \text{ lb.}$

Size 2. 10 lbs. $\frac{.51}{\$5.10} = \$.51 \text{ lb.}$

Size 3 2 lbs. $\frac{.50}{\$1.00} = \$.50 \text{ lb.}$

3. Figure prices per lb. (unit) of all items and identify "best buy" of each item in terms of unit price.

Example: 2 lbs. at \$.50 per lb
in size three is best buy.

Evaluation:

1. Student accuracy in computation.
2. Student understanding of economic principle of "best buy".

MECCA ACTIVITY PLAN

TITLE: INTERPERSONAL SKILLS (SS47) SUGGESTED GRADE LEVEL: 7-9

INFUSION: SOCIAL STUDIES

LEVEL: PREPARATION

GOAL 2: INTERPERSONAL SKILLS

Obj. 2.8 Identifies and uses interpersonal skills by (2.8.D) demonstrating flexibility and adaptability in social relationships.

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS

Obj. 5.2 Uses writing and speaking skills effectively by (5.2C) using writing and speaking skills in school.

Materials:

Paper and pencils

Activity Sheet A - Story Endings

Chalkboard and chalk

Activities:

Teacher Comments:

1. Brainstorm and list on the chalkboard basic interpersonal skills - listening, attending, responding, initiating, caring, etc. Ask students to define these.

2. Give students Activity Sheet A and ask them to choose one story starter to complete.

3. Ask students to share their responses to the situations on Activity Sheet A.

Evaluation:

1. Student identification and definition of interpersonal skills.
2. Quality of student writing on Activity Sheet A.

=====

Story Starters

Directions: Read the situations below. Choose one to write a story ending for the situation.

1. Beth is 15; Her grandmother is 72. Beth likes loud rock music and usually has both stereo speakers blaring. Her grandmother constantly complains about the noise. She says she just can't stand it. They are living in a small house.
2. Elderly man to a small boy who is always in trouble, "I hope you do what your father says." Small boy (proudly), "not always!"
3. Two students are in the cafeteria. First student: "I can't stand the way you eat your food; it is really revolting. You ought to learn better manners." Second student: "You don't have to watch me eat! Why should it bother you? It's a free country you know, and I can do as I please."

MECCA ACTIVITY PLAN

TITLE: SLICE OF LIFE (LA2/SS24/MS24) SUGGESTED GRADE LEVEL: 7-9

INFUSION: L.ARTS/S.STUDIES/MATH LEVEL: AWARENESS

GOAL 1: SELF AWARENESS

OBJ. 1.3 Identifies a preferred lifestyle by (1.3E) describing a personal lifestyle.

Materials:

Paper and pencils

Activities:

Teacher Comments:

1. Ask students to draw a large circle on paper. Divide circle in quarters using dotted lines. Explain that each quadrant represents 6 hours of the day.

2. Ask students to estimate for themselves how many hours or parts of hours are spent on each of the following during a typical day:

- | | |
|------------------|-------------------|
| a. sleeping | i. alone |
| b. in school | j. playing |
| c. at work | k. watching TV |
| d. at a paid job | m. chores at home |
| e. with friends | n. with family |
| g. at sports | excluding meals |
| h. homework | o. eating |

3. Place completed graphs on the wall and make comparisons between students graphs.

(option) Follow this activity with a comparison graph of an "ideal day" - the way students would, if given the option, spend their time during the 24 hours. Contrast this with the first graph.

Evaluation:

1. Student participation in the project and the quality of their graphs.
2. Depiction of individual lifestyles in graph form.

MECCA ACTIVITY PLAN

TITLE: ABBREVIATIONS (LA 150/SS 150) SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANGUAGE ARTS/S. STUDIES LEVEL: PREPARATION

GOAL 9: MARKETABLE SKILLS AND ADAPTABILITY

OBJ. 9.2 Uses job seeking and job holding skills by (9.2D)
understanding terminology used in want ads.

Materials:

Dictionary

Newspaper sheets of want ads

Activity Sheets A, B Help Wanted Abbreviations (one per student)

Scissors, glue, paper, pencils

Activities:

Teacher Comments:

1. Review abbreviations used in writing (see dictionary).
2. Give students the Help Wanted assignment and explain the directions. Check answers for accuracy.
3. Give newspaper sheets to students and ask them to find 5 different want ads for 5 different occupations.
4. Ask students to cut out the ads and glue each to paper.
5. Ask students to rewrite the ads, changing the abbreviations to complete words.

Evaluation:

Student written work indicating understanding of the terminology used in want ads.

HELP WANTED ABBREVIATIONS

Directions: Read the two want ads below. In the spaces beneath the ads, write each abbreviation and its word meaning. You may use Activity Sheet B. to help you.

HELP WANTED

Welder - 1 yrs. exp. nec. Hvy. eqpt.
maint. Gd. pay. Machine shop. North
of city. Call 472-6072 for appt. aft.
5 p.m.

Welder -

1. yrs. _____ years
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

HELP WANTED

Receptionist - For H.S. Office. Age
18 - 25. Typ. 45 wpm, sh. 65 wpm.
Exc. ftr. Sal. open. Phone 251-
3846 bet. 9-11 a.m.

Receptionist -

1. H.S. _____ High School
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

=====

Want Ad Words and Abbreviations

admin.	administration	ind.	industrial
adv.	advertising	intvw.	interview
aft.	after	jr.	junior
agcy.	agency	lt.	light
a.m.	morning	lic.	license
appt.	appointment	mach.	machine
asst.	assistant	manuf.	manufacturing
bkgd.	background	mech.	mechanic or mechanical
bus.	business	mo.	month
clk.	clerk	nec.	necessary
co.	company	op./oper.	operator/ operate
coll.	college	oppty.	opportunity
comm.	commission	pd.	paid
corp.	corporation	p.m.	afternoon
dept.	department	pref.	prefer
dir.	director	refs.	references
div.	division	sal.	salary
eqpt.	equipment	secty.	secretary
etc.	and so on	sh.	shorthand
eves.	evenings	sr.	senior
exc.	excellent	stdnt.	student
exp.	experience	steno.	stenographer/ stenography
ext.	extension	swbd.	switchboard
ftr.	future	tech.	technical
gd.	good	temp.	temporary
gen./		trnee.	trainee
gen'l	general	typ.	typing/typist
grad.	graduate	yr.	year
h.s.	high school		

MECCA ACTIVITY PLAN

TITLE: I AM (SS 56)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: SOCIAL STUDIES

LEVEL: EXPLORATION/PREPARATION

GOAL 1: SELF AWARENESS; GOAL 2: INTERPERSONAL RELATIONS

OBJ. 1.1 Is aware of personal characteristics including strengths and limitations and (1.1f) formulates plans for increasing or using strengths and minimizing or compensating for limitations.

OBJ. 2.4 Affirms the need for positive interpersonal relationships by (2.4g) identifying elements necessary for positive and effective team work.

Materials:

Activity Sheet A - I Am (one per student)

Pencils

Activities:

Teacher Comments:

1. Discuss the importance of cooperation and the ability to get along with differing types of people.

2. give students Activity Sheet A and allow sufficient time for completion.

3. Ask students to determine two or three goals for self-improvement and possible steps toward these goals. Ask students to state goals in writing and list the possible steps they can take toward reaching the goals.

(Option) Invite a personnel director to visit the group to discuss human relations on the job.

Evaluation:

1. Student participation in discussion indicating understanding of the need for positive interpersonal relations.
2. Student written goals and steps to be taken toward reaching them.

I Am...

Instructions: After each statement, check the most appropriate column as you think it applies to you.

	Usually	Sometimes	Never
1. Willing to help others. _____			
2. Willing to listen to others suggestions. _____			
3. Apt to blame someone else for a mistake. _____			
4. Apt to bear grudges. _____			
5. Willing to try new tasks. _____			
6. In control of my temper. _____			
7. Willing to learn from my mistakes. _____			
8. Apt to see more good than bad in people. _____			
9. Thinking only of my own interests. _____			
10. Willing to assume responsibility. _____			
11. Apt to take an opportunity to get even. _____			
12. Willing to laugh when the joke is on me. _____			
13. Willing to accept constructive criticism. _____			
14. Apt to jump to a conclusion. _____			
15. Apt to think over a situation before reacting. _____			
16. Apt to show jealousy. _____			

	Usually	Sometimes	Never
17. Willing to make an effort to get along with a person I dislike. _____			
18. Willing to show respect for others. _____			
19. Willing to brag about myself. _____			
20. Willing to complete a necessary task. _____			
21. More apt to tell the complete truth. _____			
22. Willing to assist someone with a task. _____			
23. Apt to dominate a situation. _____			
24. Apt to make fun of others. _____			
25. Apt to express a positive rather than negative remark. _____			
26. Apt to spread rumors. _____			
27. Apt to rely on others for making decisions. _____			
28. Apt to participate in questionable activities because others do. _____			
29. Patient with others. _____			
30. Sincere with others. _____			
31. Apt to have positive attitude. _____			
32. Have good work habits. _____			
33. Punctual. _____			
34. Interested in doing a good job. _____			
35. Willing to suffer the consequences of an action. _____			

MECCA ACTIVITY PLAN

TITLE: TV OCCUPATIONS (LA145)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANGUAGE ARTS

LEVEL: EXPLORATION/PREPARATION

GOAL 8: CAREER INFORMATION

OBJ. 8.2 Knows how to locate and use appropriate career information by (8.2S) using relevant resources for exploring careers; (8.2E) exploring careers by clusters and levels; and (8.2F) using community resources to obtain career information.

Materials:

Paper and pencils

Activities:

Teacher Comments:

1. Assign students 2 hours of TV viewing. Ask them to record:

- a. Amount of time watched.
- b. Titles of shows watched.
- c. List of occupations seen represented on the shows or commercials.

2. Discuss the types of occupations students listed. List these on the board and assign to occupational categories.

3. Ask students to research 2-3 occupations using the community or school library.

4. Require students to report in written form:

- a. The occupational title and cluster designation of occupation.
- b. The work done by people in that occupation including entry level jobs and experienced jobs.
- c. Qualifications for the job.

Evaluation:

Quality of students' reports showing use of relevant resources for exploring careers.

MECCA ACTIVITY PLAN

TITLE: WORK SCHEDULES (M/S 13) SUGGESTED GRADE LEVEL: 7-9

INFUSION: MATH AND SCIENCE LEVEL: PREPARATION

GOAL 7: SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDINGS
 OBJ. 7.4 Evidences political understanding by (7.4f) giving examples of laws that protect workers related to employment.

Materials:

Activity Sheets A,B
 Want ads pages torn from newspapers
 Current minimum wage figure

Activities:

Teacher Comments:

1. Discuss and define "salary" and minimum wage requirements.
 - a. When does a person receive a salary?
 - b. How is salary computed--hour, day, month, etc.
 - c. What do people do with "earned money"?
 - d. How can one justify the differences between salary paid to different workers?
 - e. What is a salary scale?

2. Ask students to assume they are working at a supermarket, paid the minimum wage.

3. Give students Activity Sheet A and direct them to figure out the total number of hours, etc. based on the \$1.20 minimum wage figure or the current minimum wage figure.

(Option) Ask a worker from the local government employment office to talk about minimum wage regulations.

Evaluation:

1. Quality of completed Activity Sheet indicating understanding of laws that protect the employment of workers.

Work Schedule

DAY	TIME WORKED	NR. OF HOURS	WHAT YOU EARNED
Monday	4 p.m. to 6 p.m.		
Tuesday	4 p.m. to 6:30 p.m.		
Wednesday	4 p.m. to 6 p.m.		
Thursday	4 p.m. to 5:30 p.m.		
Friday	4 p.m. to 8 p.m.		
Saturday	8 a.m. to 5 p.m.		
Monday	4 p.m. to 7 p.m.		
Tuesday	4 p.m. to 6:30 p.m.		
Wednesday	4 p.m. to 6 p.m.		
Thursday	4 p.m. to 5:30 p.m.		
Friday	4 p.m. to 8 p.m.		
Saturday	8 a.m. to 5 p.m.		
Total			

Questions:

- How many hours did you work in all? _____
- How much money did you make in all? _____
- How many hours did you work on Saturdays? _____
- How many hours did you work on Fridays? _____
- Did you work more hours the first or the second week? _____ How many more? _____
- Make a list of the objects you would like to buy with the money you received as wages. _____

- Give your opinion about the need for minimum wage laws. _____

DAY	TIME WORKED	NR. OF HOURS	WHAT YOU EARNED
Monday	4 p.m. to 6 p.m.	2	\$ 2.40
Tuesday	4 p.m. to 6:30 p.m.	2½	3.00
Wednesday	4 p.m. to 6 p.m.	2	2.40
Thursday	4 p.m. to 5:30 p.m.	1½	1.80
Friday	4 p.m. to 8 p.m.	4	4.80
Saturday	8 a.m. to 5 p.m.	8	9.60
Monday	4 p.m. to 7 p.m.	3	3.60
Tuesday	4 p.m. to 6:30 p.m.	2½	3.00
Wednesday	4 p.m. to 6 p.m.	2	2.40
Thursday	4 p.m. to 5:30 p.m.	1½	1.80
Friday	4 p.m. to 8 p.m.	4	4.80
Saturday	8 a.m. to 5 p.m.	8	9.60
Total		41	\$49.60

- How many hours did you work in all? 41
- How much money did you make in all? \$49.60
- How many hours did you work on Saturdays? 16
- How many hours did you work on Fridays? 8
- Did you work more hours the first week or the second week? second week
How many more hours the second week? 1
- List of objects will vary.
- Opinion about minimum wage may vary. Use this as a basis for further discussion.

MECCA ACTIVITY PLAN

TITLE: CAREER RESEARCH (SS104)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: SOCIAL STUDIES

LEVEL: PREPARATION

GOAL 6: CAREER IMPLICATIONS OF SUBJECT MATTER

GOAL 8: CAREER INFORMATION

OBJ. 6.2 Relates specific school experience to job requirements through (6.2C) understanding the career implications of specific subject matter. OBJ. 6.5 Utilizes teachers, counselors and other school personnel in pursuing career interests by (6.5A) utilizing school resources when exploring careers. OBJ. 8.2 Knows how to locate and use appropriate career information. Obj. 8.3 Is aware of a range of career options and their requirements.

Materials:

Library resources including Occupational Outlook Handbook
Activity Sheet A Career Research (one per student)
Pencils and paper

Activities:

Teacher Comment:

1. Assign students the project to research a career in the social science area.
2. Give students the Activity Sheet A.
3. Ask students to prepare a first draft of a report based on the information about the career they researched. Suggest not only the use of library resources but the use of school personnel, such as, counselors, teachers or the librarian as people from whom they may receive information.
4. Conference with students as you review first drafts for accuracy and completeness.
5. Ask students to complete a final draft for grading.

Evaluation:

Student final draft of research indicating understanding of career requirements, the use of school personnel and resources, and the implication of school subject matter as a basis for career opportunity.

SOCIAL SCIENCE CAREER REPORT

1. The career must be a social science career.

This can be defined as those jobs that deal primarily with human society and the problems of human society.

2. Each of the following areas must be covered.

They are to be covered by at least one paragraph. Each paragraph must be titled by the corresponding area.

- a. Nature of work: What daily tasks are performed?
- b. Interests required: What things should you like to do?
- c. Abilities required: What things should you be able to do?
- d. Personality traits required: What attitudes, values, and habits should you have?
- e. Preparation required: Union membership? State License?
Approval by professional organization?
- f. Schooling required: High school? Subjects? Technical training?
Apprenticeship? College degree? Graduate work? How many years of schooling?
- g. Working conditions: Regular hours, shift work, on call at all times? Pleasant surroundings? Adequate equipment? Opportunities for improving skills?
- h. Location: Where would you have to go to do this work? What are living conditions there?
- i. Employment outlook: How many workers are employed in this work? Nationally and locally? Is there a demand that is increasing or decreasing?
- j. Salary benefits: What is the starting wage? Will it increase? Are there paid vacations? Compensation plans for illness and accidents? Retirement program?
- k. Personal satisfaction: Does this work enable you to realize some of your real values?
- l. Where to get further information:
- m. Where is this career in relation to me? Scale this from 1 to 5.
1= Definitely not a job for me. 5= Extremely realistic choice for me. Explain the ranking in terms of the above categories.

MECCA ACTIVITY PLAN

TITLE: OCCUPATION DESCRIPTORS (LA99) SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANGUAGE ARTS

LEVEL: AWARENESS

GOAL 8: CAREER INFORMATION

OBJ. 8.2 Knows how to locate and use appropriate career information by (8.2D) using relevant resources for learning about careers.

8.3 Is aware of a range of career options and their requirements by (8.3G) identifying several different options that require similar skills.

Materials:Library resources; Dictionary of Occupational TitlesOccupational Outlook Handbook

Activity Sheets A-G Occupation Descriptors (one per student)

Activity Sheet H Answer Sheet

Activities:

Teacher Comments:

1. Ask students to review Occupation Headings Master and Occupations List. Ask them to place each occupation on the list under a heading depending upon the skills needed for the occupation. (Some can be placed under more than one heading.)
2. Ask students to use the Occupation Descriptors List to help them complete the above, or use other library resources.
3. Ask students to create a symbol representative of the occupational heading, keeping in mind the skills that are common to all jobs in that category. Students will draw their symbol in the circle provided on the Occupational Headings Master.

Evaluation:

1. Student use of resources for the completion of the project.
2. Quality of student work indicating identification of different career options that require similar skills.

OCCUPATION DESCRIPTORS

1. Actor - Plays roles in dramatic productions; rehearses part, learning lines and cues as directed; may perform on stage, screen or television.
2. Agronomist - Conducts experiments in field crops to discover best methods to raise production and/or improve quality.
3. Air Traffic Controller - Directs and controls airplanes upon landing and take-off with communication between pilot and controller.
4. Ambulance Driver - Drives ambulance to transport sick, injured or convalescent persons; loads and unloads patient with help of stretcher. Driver must be trained in first aid.
5. Animal Eviscerator - When butchering an animal for slaughter, this person splits body cavity of carcass and removes intestines, glands, heart, liver and lungs.
6. Aquarist - Attends to fish and other marine life in large exhibition aquarium; swims inside aquarium to feed fish and clean aquarium.
7. Athletic Coach - Instructs groups of young men and/or women at schools in fundamentals and rules of competitive sports.
8. Architect - Plans and designs many different kinds of buildings. Consults with clients, prepares sketches, writes specifications and makes scale drawings.
9. Bacteriologist - Studies growth, structure, and development of characteristics of bacteria; uses microscope to observe bacteria.
10. Barber - Provides customer with barbering services such as cutting and trimming; may apply lather, shave beards or shape hair.
11. Biologist - Studies origin, development, internal structure and makeup of plant and animal life.
12. Bricklayer - Lays brick around exterior of building. A bricklayer uses mortar to cement bricks together. Tools used are trowel, plumb-bob and hammer.
13. Bridal Consultant - Advises future brides in all phases of wedding planning such as proper etiquette, proper dress for wedding party and bride and selection of silver, china, and glassware.
14. Building Contractor - Contracts or agrees to perform construction work; involves giving estimates, purchasing materials, and supervising the building of the project.
15. Bus Driver - Drives bus to transport passengers short distances or long. Assists passengers with baggage and/or fares; may make minor repairs and routine maintenance.
16. Carpenter - Works with wood, tile, insulation board, and related materials. The carpenter may erect the framework of buildings, install molding, paneling, cabinets and hardware. Tools used are hammers, power saws, drill and chisels.

OCCUPATION DESCRIPTORS (continued)

17. Cargo Agent - Helps to move freight, mail and baggage; prepares bills, telephones consignees on arrival of freight, records baggage, mail and freight weights.
18. Cashier - Receives payment (cash or check) from customers, counts money, gives change, endorses checks and deposits money.
19. Car Salesperson - Sells new or used cars, may receive monthly salary plus bonus (commission) for each car sold.
20. Counselor - Counsels, advises, and listens to persons who may be exploring career possibilities or seeking personal help.
21. Choreographer - Creates original dances which may be used for ballet, musical shows, television, motion pictures or night clubs.
22. Comedy Entertainer - Attempts to make an audience laugh by telling jokes, singing songs, acting out situations, or doing impersonations.
23. Commercial Fisher - Fisher, who catches fish as an occupation and not for sport; may use such equipment as seines, boats, nets and traps.
24. Composer - Creates and writes musical compositions.
25. Crane Operator - Worker who operates cranes to hoist and move materials and objects.
26. Credit Manager - Oversees credit and collection in a department store; investigates financial standing of customers who wish to borrow money.
27. Dairy Herder - Is in charge of feeding, milking and treating sickness of dairy cattle.
28. Dentist - Diagnoses and treats diseases, injuries and abnormalities of teeth and gums.
29. Electrician - Installs electrical wiring in homes and buildings which are new or being remodeled.
30. Firefighter - Controls and extinguishes fires, protects life and property and maintains equipment, responds to fire alarms and other emergency calls.
31. Food Checker - Totals each item purchased in grocery store and accepts payment from customer.
32. Grocer - Orders, stocks and prices groceries, supervises overall operation of departments within store, hires grocery store personnel.
33. Gunsmith - Repairs and modifies guns to blueprint and customer specifications.
34. Homemaker - Has a great variety of important jobs in the home. Main responsibilities revolve around the family. Duties include shopping, preparing meals, cleaning, and providing security for all members of the family.

(continued)

OCCUPATION DESCRIPTORS (continued)

35. Hotel Clerk - Waits on hotel guests by performing some of these duties: registers and assigns rooms to guests, issues room key to bellman; dates, stamps, sorts, and racks incoming mail.
36. Insurance Agent - Sells insurance to new and present clients; explains features of policy to prospective clients.
37. Interior Decorator - Plans and designs artistic interiors for homes, businesses and other institutions.
38. Inventor - Attempts to design and make a new and original product which has some important use.
39. Jackhammer Operator - Breaks hard surfaces such as asphalt, concrete, stone with a large tool run by compressed air.
40. Jeweler - Makes and repairs jewelry articles such as rings, brooches, pendants, bracelets and lockets.
41. Jockey - Rides racehorses at the racetrack.
42. Journalist - Editor or writer involved in writing subject matter for newspapers or magazines.
43. Lens Grinder - Fine grinds and polishes surfaces of eyeglasses according to directions of optometrist.
44. Librarian - Maintains library collection of books, periodicals, documents and other materials. Explains use of reference sources and arranges display
45. Lifeguard - Main responsibility is the safety of swimmers. He warns swimmers if safety rules are neglected, rescues swimmers in trouble to prevent drowning.
46. Lumberyard Worker - May work at counter receiving payment for materials or may work in yard loading materials and lumber for customers; may advise customers on proper materials.
47. Marriage Counselor - A person who advises and counsels married couples in problem areas of their marriage.
48. Mechanic (auto) - Diagnoses engine problems, repairs and replaces parts; does regular maintenance work such as changing oil.
49. Meteorologist - Person who studies the atmosphere and related conditions to forecast the weather.
50. Minister - Conducts religious worship services and other spiritual activities of a particular religious faith or denomination; often counsels individuals in spiritual need and comforts those who have lost loved ones.
51. News Analyst - Examines, interprets and broadcasts news received from various sources. For example, an analyst may interpret a presidential speech.

(continued)

OCCUPATION DESCRIPTORS (continued)

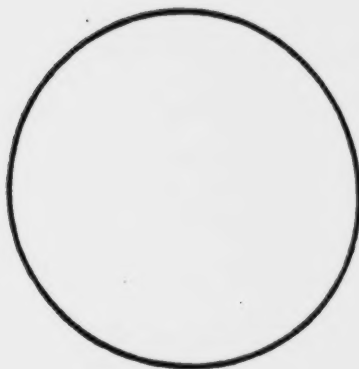
52. Nurse - Gives general nursing care to patients; gives medication and treatments as prescribed by doctor.
53. Payroll Clerk - Computes wages and earnings of employees from time cards and work tickets; deducts such items as insurance, income tax and social security payments.
54. Pet Shop Attendant - Cares for animals in a pet shop. Duties would be feeding, cleaning cages, watching for illnesses and removing animals from cages for customers.
55. Pharmacist - Prepares, measures, dispenses and sells drugs following prescription of doctor.
56. Photographer - Takes pictures of various subject matter using an expensive camera and equipment.
57. Physician - Diagnoses and treats diseases and disorders of the human body; examines patients using all types of medical equipment, instruments and tests.
58. Pilot (airline) - Flies commercial airplanes. Duties include: review papers before flight, and check load weight, fuel supply and weather conditions.
59. Price Marker - Usually works in a store marking correct price on each item; may use a marking machine.
60. Psychiatrist - Medical doctor who through additional training and experience has become a specialist in the diagnosis, treatment and prevention of mental disorder; usually works on a one to one relationship with patient.
61. Receptionist - May work in office directing visitors and guests to correct office or room; may schedule appointments for his/her boss.
62. Recreation Director - Would be responsible for providing recreational activities such as basketball and tennis to various age groups.
63. Secretary - Works in an office doing such jobs as greeting guests, typing, filing, taking dictation and answering the telephone.
64. Social Worker - Works with families in helping them to solve their personal problems. (Example: may need welfare assistance)
65. Flight Attendant - Main job is to assist the passengers in being comfortable and happy after boarding and during flight. Some duties include serving drinks and meals, helping with luggage, and providing reading material.
66. Tailor - Designs and makes tailored garments such as suits, topcoats, and overcoats; confers with customer to determine type of material and garment style desired.
67. Teacher - Provides instruction for pupils using a variety of methods; should enjoy children and people.
68. Telephone Repairer - Analyzes defects in communication equipment such as telephone switchboards and telephones; corrects malfunctions using hand tools and electric meters.

(continued)

69. Tennis Pro - Receives pay for playing a good quality of tennis in front of crowds.
70. Tree Surgeon - Prunes and treats ornamental and shade trees and shrubs in yards and parks; may also top, spray and plant trees.
71. Veterinarian - Diagnoses and treats diseases and disorders in animals.
72. Welder - Welds (joins) metal parts together as instructed by layout, diagram and customer instructions.
73. Wheat Farmer - Using large machinery, the farmer prepares the land, plants the wheat in the fall, and harvests the wheat in June or July (Kansas).
74. Writer - May write books, stories, news stories; creativity and originality of ideas are required.
75. X-Ray Technician - Takes X-Rays of patients with an X-Ray machine for diagnostic purposes. Example: (a) Chest X-Ray; (b) X-Ray to determine if bone is broken.

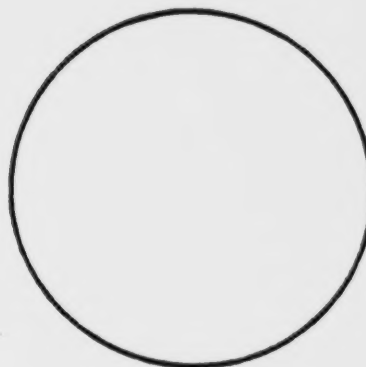
Occupations List

1. Lifeguard
2. Architect
3. Librarian
4. Actor
5. Air Traffic Controller
6. Aquarist
7. Athletic Coach
8. Building Contractor
9. Choreographer
10. Ambulance Driver
11. Bricklayer
12. Flight Attendant
13. Teacher
14. Carpenter
15. Interior Decorator
16. Commercial Fisher
17. Electrician
18. Bus Driver
19. Physician
20. Recreation Director
21. Pilot



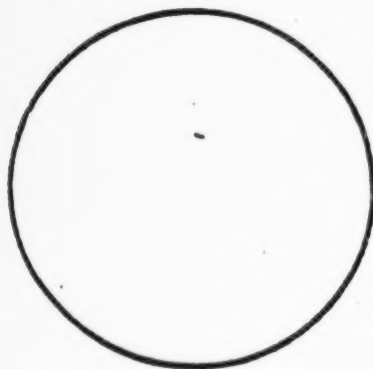
Transportation

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



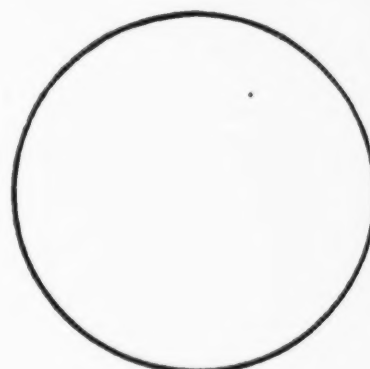
Construction

- 1.
- 2.
- 3.
- 4.
- 5.
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- 7.
- 8.
- 9.
- 10.

Occupational Headings Master LA99H

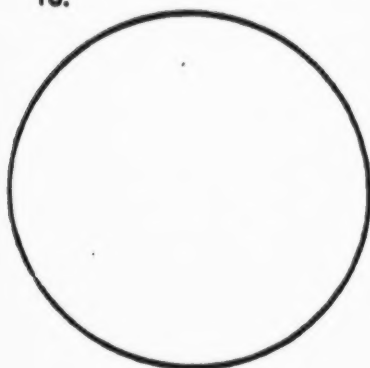
Sports

- 1.
- 2.
- 3.
- 4.
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- 9.
- 10.



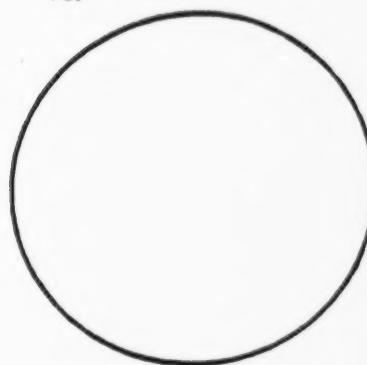
Arts

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



Community Helpers

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



Hospital Workers

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Answer Sheet

Sports

1. Lifeguard
2. Athletic Coach
3. Teacher
4. Recreation Director
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Arts

1. Architect
2. Actor
3. Choreographer
4. Interior Decorator
5. Teacher
- 6.
- 7.
- 8.
- 9.
- 10.

Community Helpers

1. Lifeguard
2. Librarian
3. Air Traffic Controller
4. Ambulance Driver
5. Teacher
6. Bus Driver
7. Recreation Director
- 8.
- 9.
- 10.

Hospital Workers

1. Librarian
2. Ambulance Driver
3. Teacher
4. Electrician
5. Physician
- 6.
- 7.
- 8.
- 9.
- 10.

Transportation

1. Air Traffic Controller
2. Ambulance Driver
3. Flight Attendant
4. Bus Driver
5. Pilot
- 6.
- 7.
- 8.
- 9.
- 10.

Construction

1. Architect
2. Building Contractor
3. Bricklayer
4. Carpenter
5. Interior Decorator
6. Electrician
- 7.
- 8.
- 9.
- 10.

MECCA ACTIVITY PLAN

TITLE: WHO USES MATH? (MS18)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: MATHEMATICS

LEVEL: EXPLORATION

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS

OBJ. 5.4 Uses objective and critical thinking by (5.4D) identifying situation in which research skills are needed.

OBJ. 5.6 Relates computational skills to careers by (5.6C) identifying computational skills needed in a variety of career clusters and levels.

Materials:Activity Sheet A Math in Occupations (one per student)
Occupational Outlook Handbook
Paper and pencils

Activities:

Teacher Comment:

1. Give students Activity Sheet A and ask them to look in the library or guidance center for the Occupational Outlook Handbook to discover the mathematical tasks involved in one of the jobs listed on the sheet. Ask students to complete the sheet and bring it back to the group.

2. When students return their Activity Sheets, discuss the importance of mathematics skills for doing these occupational tasks.

3. Ask students to trade papers with each other and work the problems their peers developed on the activity sheet.

Evaluation:

1. Student development of problem for Activity Sheet involving mathematics.
2. Student accuracy in computation on activity sheet.

=====

Math in Occupations

1. Using the Occupational Outlook Handbook ; the Dictionary of Occupational Titles; or other career information resource found at the library or in your school guidance center, find out what tasks might be done in 3 of the occupations listed below which will involve mathematics.

Directions: Pick 3 occupations from the list below; research to find out what tasks will be done in these three occupations that involve math.

- | | | |
|-----------------|----------------|-------------------|
| a. athlete | e. draftperson | i. doctor |
| b. artist | f. racer | k. home economist |
| c. astronaut | g. mechanic | l. police officer |
| d. d. biologist | h. chemist | m. baker |
| | | n. pilot |

2. Write the name of the occupation you researched on the left and the tasks involving mathematics on the right.

Occupation:

Occupational Tasks That Use Math

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Make up a word math problem that one of these occupations might have to solve and write it on the back of this Activity Sheet. Solve the problem on a separate piece of paper and bring both this Activity Sheet and the problem solution back to class.

MECCA ACTIVITY PLAN

TITLE: SELF MANAGEMENT (LA312)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANGUAGE ARTS

LEVEL: AWARENESS

GOAL 4: WORK HABITS AND ATTITUDES

OBJ. 4.1 Demonstrates initiative and independence by (4.1F) identifying tasks requiring independent activity; identifies self management skills.

Materials:

Activity Sheet A

Pencils

Activities:

Teacher Comment:

1. Ask students to brainstorm a list of tasks they do, such as, jump rope, climb a tree, play hop scotch, play a table game, do homework, ride school bus, etc.

2. Ask students to identify which of these are done with other students and which are done alone. Ask if the rules for doing the task are different when doing it alone or with others. When working with others or alone are there any differences in the kind of self-behavior needed? Why?

3. Give students Activity Sheet A for completion as a follow-up to the discussion.

Evaluation:

Student discussion and activity sheet responses indicating an understanding of the need for independent self-management.

=====

Self-Management Skills

Directions: Mark each of the following tasks with an X if you would do it with other people or with an A if you would do it alone.

- | | |
|---|---|
| ☐ Ride a bike. | ☐ Draw a picture. |
| ☐ Jump rope. | ☐ Climb rope. |
| ☐ Make a bed. | ☐ Go shopping. |
| ☐ Attend movies. | ☐ Prepare food to eat. |
| ☐ Watch TV. | ☐ Clean your room. |
| ☐ Play baseball. | ☐ Go swimming. |

Pick one activity from the list above and write a paragraph identifying the task; explaining when and where you would or would not do it; any rules you would need to follow to do the task alone or with other; and the reasons you would need to follow the rules.

MECCA ACTIVITY PLAN

TITLE: TV CHARACTER JOB DESCRIPTIONS SUGGESTED GRADE LEVEL: 7-9
LA143

INFUSION: LANGUAGE ARTS

LEVEL: EXPLORATION

GOAL 8: CAREER INFORMATION

OBJ. 8.2 Knows how to locate and use appropriate career information by (8.2D) using relevant resources for exploring careers.

OBJ. 8.3 Is aware of a range of career options and their requirements through (8.3F) exploring a broad range of occupations in terms of their requirements.

Materials:

Dictionary of Occupational Titles or Occupational Outlook

Handbook or other career education resource

Paper and pencils

Chalkboard and chalk

Activities:

Teacher Comment:

1. Discuss your job description as a teacher. Extend this to talking about the character traits of teachers, in general; such as, liking to work with people, patience, helping people.

2. With the students develop a job description format for the occupation "teacher"

3. Ask students to choose a fictional or TV character and write a job description for that character.

4. Encourage students to use career information sources for reference and material for examples.

5. Students share their descriptions with the group.

6. Ask listening students to write three things they remembered from other student reports.

Evaluation:

1. Student ability to use reference materials to provide greater detail for writing.

2. Quality of student written descriptions.

3. Student listening skills in acquiring information from other students about careers.

MECCA ACTIVITY PLAN

TITLE: WANTS AND NEEDS GOALS (LA160) SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANGUAGE ARTS

LEVEL: PREPARATION

GOAL 1: SELF AWARENESS

OBJ. 1.5 Relates personal needs, values, and interests to behavior, decisions, and careers by (1.5E) knowing the differences between needs and wants, values and interests.

GOAL 3: DECISION MAKING

OBJ. 3.7 Sets and carries out short and long term goals by (3.7E) describing how personal activities impact on short term and long range goals.

GOAL 6: CAREER IMPLICATIONS OF SUBJECT MATTER

OBJ. 6.3 Develops an educational plan to address career choice by (6.3C) identifying skills associated with careers that are learned in school; and (6.3D) relating school subjects to their career implications.

Materials:

(Optional Book): If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else by David Campbell
Paper and pencils

Activities:

Teacher Comment:

1. Discuss the differences between needs and wants; interests and values.
2. Introduce David Campbell's model for goal setting as explained in resource book; or, use another goal setting model. Use the following schedule for length of goal from the present to future time:
 - a. Long-range (overall style of life you wish to live)
 - b. Medium-range (in the next 5 years)
 - c. Short-range (one month to one year)
 - d. Mini-goals (one day to one month)
 - e. Micro-goals (in next 15 minutes to an hour)
3. Ask students to list one goal they wish to achieve in each of the time segments.
4. Ask students to outline the steps they need to make in order to achieve the goal they specified. Have them describe how personal activities may impact on meeting the goal

Wants and Needs Goals (con't)
LA106

Activities:

Teacher Comment:

5. Ask students to list the skills they are acquiring in school subjects to help them achieve their goals.

6. Discuss student responses with the group emphasizing differences between needs and wants, interests and values; the importance of decision making and planning for careers; and the skills learned in school.

Evaluation:

1. Student listing of short and long term goals.
2. Student description of goals and impact of personal activities on the goals.
3. Student list of skills acquired in school which help them achieve goals.

MECCA ACTIVITY PLAN

TITLE: IMPORTANT GOALS (LA165)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANGUAGE ARTS

LEVEL: PREPARATION

GOAL 3: DECISION MAKING

OBJ. 3.7 Sets and carries out short term and long range goals by (3.7E) describing how personal activities impact on short term and long range goals.

Materials:

Paper and pencils

Activities:

Teacher Comment:

1. Give students the choice of one of the following situations as possible goals to be attained:

- a. Buying a car
- b. Renting an apartment
- c. Obtaining a job
- d. Graduating from high school
- e. Going to college
- f. Quitting school
- g. Getting married
- h. Moving from city or state.

2. Ask each student to prepare a written report which will include:

- a. Reasons for the choice of a particular topic; the importance of the choice to them.
- b. What steps they will have to take to accomplish that goal.
- c. When they think the goal will be met.

3. Ask students to share the situation they chose and the steps they need to achieve it.

Evaluation:

1. Quality of student written report meeting specific directions including a description of personal activities impact on long or short term goals.

MECCA ACTIVITY PLAN

TITLE: DIET AND CULTURE (SS39/MS301) SUGGESTED GRADE LEVEL: 7-9

INFUSION: S. STUDIES/MATH

LEVEL: AWARENESS

GOAL 4: WORK HABITS AND ATTITUDES

OBJ. 4.5 Uses health and safety habits through (4.5E) recognizing the implications of good health on careers.

Materials:Government pamphlets and/or magazines
Paper and pencils

Activities:

Teacher Comment:

1. Review nutritional information with the group relating to food groups. List foods under each heading: meat/fish/poultry; green and leafy vegetables and carbohydrate vegetables; sweets; milk and dairy products.
 2. Discuss cultural adaptations of diet for a hispanic family, a black family and a white family.
 3. Ask students to choose food for three daily meals for a family of 4 in one of the cultural settings above.
 4. Ask students to visit the local market and "cost-out" their menu listing each food and its cost for a family of 4.
 5. Ask each student to verbally report their findings along with an estimate of the time needed for preparation.
 6. Discuss, comparing costs of different menus and estimate of preparation time relating this information to nutritional values. Emphasize good or poor eating habits and their relationship to career and occupational success.
-
- Evaluation:
1. List of food groupings, cost-out and preparation time estimates.
 2. Verbal presentation of results of research and participation in discussion indicating understanding of the relationship of nutrition to occupational success.

MECCA ACTIVITY PLAN

TITLE: TO DECIDE OR HANG LOOSE (LA76) SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANGUAGE ARTS

LEVEL: AWARENESS

GOAL 3: DECISION MAKING

OBJ. 3.4 Assumes responsibility for decision made by (3.4C describing long and short term consequences of decisions.

Materials:Activity Sheet A,B To Decide or Hang Loose (one set per student)
Paper and pencils

Activities:

Teacher Comment:

1. Ask students to read the attached story aloud and complete the blanks on Activity Sheet B.

2. Discuss student answers to the questions on Activity Sheet B. What were the long and short term consequences of the various decisions Mike had to make? Relate the story to the personal decisions students have to make each day.

Evaluation:

Student listing of important decisions and the understanding of long and short term consequences of decisions.

=====

To Decide or Hang Loose: The Question

The alarm goes off, bringing Mike out of dreams to the reality of another school day in April of his 7th grade. Ugh--the day of the math test, course registration day, and his speech in English class. If I didn't brush my teeth or wash my face, I could have two more minutes in bed, Mike thought. But then, he changed his mind, thinking about what he would be doing that day. After cleaning his teeth and face, he walked to the closet to select his shirt for the day. "This one won't make it with the kinds in my English class; this one won't please my teacher who is judging my speech; this one won't pass my mother in the kitchen, but this one might please them all." So it went, as he brushed his hair on the way to the kitchen.

If he didn't take time to eat anything, he would have some extra time to look over his math before his test. But, he knew he never thought well when his stomach was growling, so he grabbed some toast and orange juice before leaving for school.

First period he had his math test. This test would make the difference between a C or a B for this quarter, but he hadn't thought about that too much when he had to study. Some of the questions were easy. Some, he found, were tricky. Pete, the "brain" of the class, was sitting across the aisle from him, and his paper was exposed. Mike would be able to see Pete's answer to the fourth problem, but he looked away and continued working on it himself. Oh, well...he'd be getting the grade he deserved.

During his free period he decided to go to the counselor instead of meeting with his friends. He had to make up his mind whether he would take shop next year or French. He had to decide by fifth period when he would be handing in the course registration sheet. Shop of the kind he wanted wouldn't be offered in high school, but the counselor told him French would be harder if he waited to take it in high school. Ya, gee...always up to me to make hard decisions!

Thinking that most of his decisions for the day were over, he went to English class, getting into the mood for his speech on drugs and teenagers. He had worked hard on it and had practiced on every member of his family. Then Miss Carroll announced there was only time for three of the four speeches. She asked who would rather leave his until tomorrow. If Mike did, he would have still more time to practice, but would worry about it that night. He told Miss Carroll he would like to give it that day.

When school was out, he knew he had a science quiz the next day, a social studies report due in two days, and an invitation to play tennis with Bob--a great player--after school. He had promised his mother he would clean the garage and practice his trumpet today. So, what was he going to do? What was not important?

After dinner he had a phone call from his friend, Frank, asking

him to go to the baseball game Saturday. He had already told his dad he would go fishing at the cabin. His dad didn't have many weekends free, but he wasn't always asked to a baseball game either. He told Frank he'd let him know.

Two hours left before bed. His favorite TV program was on and he had that quiz tomorrow. Could he get by in science without studying for the quiz? What would that do to his grade?

At 11:00 p.m. he fell into bed, exhausted from all the decisions he had to make that day...He thought of those decisions waiting for him tomorrow. Life was just one decision after another.

Mike had a busy day, but probably not too different from those of other boys his age. Here is a list of decisions he had to make throughout the day.

- a. To get out of bed
2. To brush his teeth and wash his face
3. What shirt to wear
4. Whether to eat anything for breakfast
5. To go to school that day
6. To cheat on his math test
7. How to spend his free period
8. To take shop or French next year
9. To back out of giving his speech in English
10. To play tennis after school or clean the garage and practice trumpet
11. To watch TV or study for the science test
13. To watch the TV and stay up longer studying
14. To go to bed.

Were there other decisions that have not been mentioned? Some decisions are made even without consideration on the part of the person making the decision. Can you add to the list?

From the above list pick out 3 most important decisions Mike made or will have to make. List them in order of importance and after each tell why you think this was an important decision.

MECCA ACTIVITY PLAN

TITLE: DECISIONS, DECISIONS (LA75) SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANGUAGE ARTS

LEVEL: AWARENESS

GOAL 3: DECISION MAKING

OBJ. 3.2 Relates personal values, abilities, and interests to decision making by (3.2C) describing how personal values influence decisions.

Materials:

Activity Sheet A Decisions, Decisions (one per student)
Pencils

Activities:

Teacher Comment:

1. Read the story along with the students and examine the "gifts" list.
2. Ask the students to discuss the importance of each item. Stress this may be an individual preference.
5. Ask students to write an ending for the story on the back of their Activity Sheet indicating how their personal values influenced their ranking of the "gifts"
6. Ask students to read their conclusions to the group.

Evaluation:

Student written endings to the story indicating how personal values influenced decisions.

=====

Decisions, Decision

The story:

You are from another planet on a secret mission here on earth. You have the ability to do amazing things, but since this is a special and experimental space program, you have been limited as to what you may do. Your job is to provide an Earthling with a successful career. All you know about the person is that the Earthling was born into present life and has next to nothing except clothes. In order to do your job successfully, you must give the person just those gifts from the list below, making certain they are received in the order of their importance.

RANK ORDER

GIFTS

Good Health

Automobile

Positive Self-concept

Telephone

Marketable Skill/High School Diploma

New Shoes

Friends

Balanced Diet

A Happy Home Life

Intelligence

Ability to Read and Write

Ten Speed Bicycle

College Degree

Nice Personality

Neatness

Journeyman's Union Card

\$500.00

A Small Business (Shoe Store, Grocery, Cafe)

MECCA ACTIVITY PLAN

TITLE: GRAPHING WANT ADS (MS300) SUGGESTED GRADE LEVEL: 7-9

INFUSION: MATH

LEVEL: AWARENESS/EXPLORATION

GOAL 8: CAREER INFORMATION

OBJ. 8.3 Is aware of a range of career opportunities and their requirements through (8.3F) their exploration.

GOAL 9: MARKETABLE SKILLS AND ADAPTABILITY

OBJ. 9.2 Uses job seeking and job holding skills by (9.2D) understanding the terminology used in want ads.

Materials:

Section of the Sunday Newspaper Want Ads torn from the paper
(per 2-3 students)

Activity Sheet A Classified Ads: Help Wanted (per student)
Pencils

Activities:

Teacher Comment:

1. Ask each student to use the want ads and choose 25 ads at random.
2. Ask students to look for commonalities in the ads and graph the appropriate information on the Activity Sheet.
3. Provide time for students to share their graphs with the group; draw conclusions for the information. Ask students which of the ads contained the most useful information.

(Option) Students may write several ads for hypothetical jobs.

Evaluation:

1. Student understanding of want ad terminology.
2. Student acquisition of a range of knowledge about occupations.

CLASSIFIED ADS: HELP WANTED

Requirements	0	5	10	15	20	25
No experience required						
Experience						
Full time						
Part time						
Benefits						
Apply in person						
Send resume						
Heat appearance						
In town						
Out of town						
Bookkeeping						
Clerical duties						
Mathematics useage						
Equal opportunity employer						

MECCA ACTIVITY PLAN

TITLE: JOB SKILLS SCRAMBLE (LA108) SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANGUAGE ARTS

LEVEL: AWARENESS/EXPLORATION

GOAL 9: MARKETABLE SKILLS AND ADAPTABILITY

OBJ. 9.1 Develops skills needed for preferred career by (1.1D) identifying general marketable skills and (9.1E) exploring careers in terms of specific skills needed.

Materials:

Activity Sheets A-F (one set per student)
Pencils

Activities:

Teacher Comment:

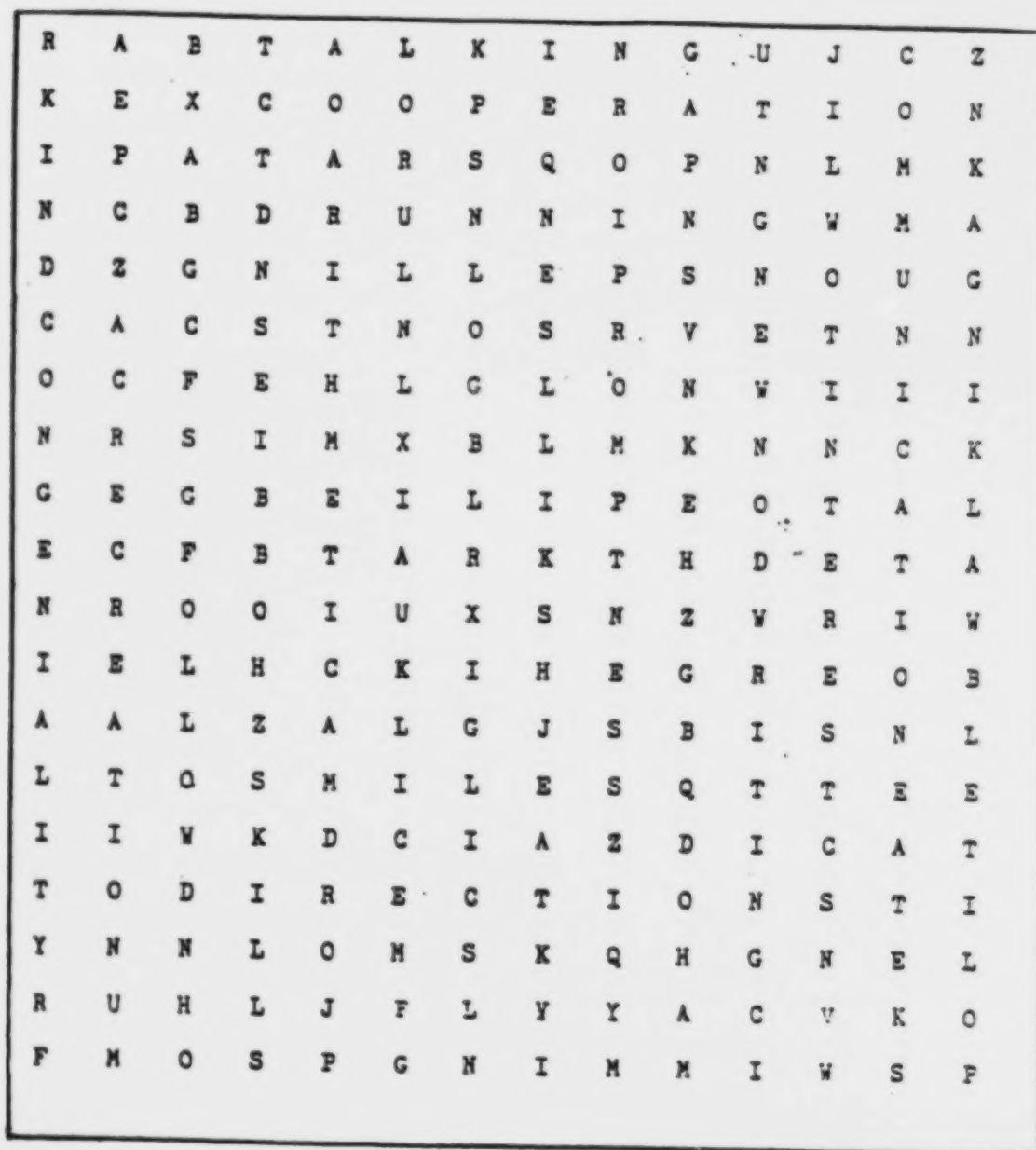
1. Introduce the activity by discussing the differences between specific skills needed for the job (i.e. secretary: typing) and general skills (i.e. communication).
2. Ask students to complete the scramble puzzle and check their answers against the key.
3. Discuss the reasons for the inclusion of the words in the puzzle.
4. Ask students to complete the Evaluation Key and General-Specific Sheet.
5. Discuss the groupings of general and specific skills. Can some be placed both columns?

Note: A dictionary may be helpful to students completing the Evaluation Key.

Evaluation:

Student identification of general and specific skills in discussion and completion of Activity Sheets.

This scramble puzzle deals with characteristics and skills a person may need in order to get and hold a job. At the bottom of the page, you will find 23 of these terms listed. See if you can find them. They may go in any direction.



Reading	Arithmetic	Interest	Follow Directions	Polite
Spelling	Congeniality	Listening	Cooperation	Swimming
Writing	Promptness	Communication	Skills	Kind
Talking	Running	Walking	Hobbies	Fun
Recreation	Smiles	Neat		

EVALUATION KEY

Which word or form of the word that you circled in the puzzle makes the sentences below true statements?

1. Can you _____ the directions?
2. Carpenters learn special _____.
3. Most employers are looking for people who are _____.
4. One characteristic of a good employee is _____.
5. I wasn't _____ to what you said.
6. He learned how to measure things in _____.
7. You do a better job on anything if you are really _____.
8. _____ is important when you write directions.
9. I can't read your _____.
10. _____ means helping one another.
11. _____ is how we find out what to do on a job.
12. A boss expects you to _____.

EVALUATION KEY

Which word or form of the word that you circled in the puzzle makes the sentences below true statements?

1. Can you READ the directions?
2. Carpenters learn special SKILLS.
3. Most employers are looking for people who are CONGENIAL.
4. One characteristic of a good employee is PROMPTNESS.
5. I wasn't LISTENING to what you said.
6. He learned how to measure things in ARITHMETIC.
7. You do a better job on anything if you are really INTERESTED.
8. SPELLING is important when you write directions.
9. I can't read your WRITING.
10. COOPERATION means helping one another.
11. COMMUNICATION is how we find out what to do on a job.
12. A boss expects you to FOLLOW DIRECTIONS.

General and Specific Skills

List below occupations
that are of interest
to you:

List below some
GENERAL SKILLS
of the occupation
on the left:

List below some
SPECIFIC SKILLS
of the occupation
on the left:

1. _____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. _____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

What do you notice about your list of GENERAL SKILLS?

MECCA ACTIVITY PLAN

TITLE: ABILITY AND INTEREST
INVENTORY (LA320)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANGUAGE ARTS

LEVEL: AWARENESS/EXPLORATION

GOAL 1: SELF AWARENESS

OBJ. 1.3 Identifies a preferred lifestyle by (1.3A) describing personal lifestyle; and (1.3F) identifying careers related to lifestyle.

GOAL 8: CAREER INFORMATION

OBJ. 8.1 Uses knowledge of personal values, interests, and needs to explore careers by (8.1E) knowing personal needs, interests,

Materials:

Activity Sheets A-D Ability and Interest Inventory (one per student)

Activity Sheet E List of Occupations (for instructor or one per student)

Occupational Outlook Handbook or other career resource

Activities:

Teacher Comment:

1. Introduce students to occupational resources available in the school or elsewhere (Occupational Outlook Handbook frequently is available in the Guidance Office.)
2. Give students Activity Sheets A-C to complete.
3. Ask students to complete the Evaluation Sheet (Activity Sheet E)
4. Ask students to use the career education resources they have to find possible occupations that match their interests, needs, and values.
5. Schedule individual conferences with students to discuss their occupational plans and their relation to interests, needs and values identified.

Evaluation:

1. Student effort in completing Activity Sheets.
2. Student use of career education resources.
3. Student conferences indicating understanding of personal needs, interests and values in relation to careers.

ABILITY AND INTEREST INVENTORY

Below is a list of 10 abilities and interests which are used in many different occupations.

- A. Answer each question by placing a check under the chosen answer: usually, sometimes, never.
- B. In the blank spaces beneath each item, write three occupations which require that ability or interest. You may use the occupations list to complete this part.

	Usually	Sometimes	Never
1. I like to work with my hands. _____ _____			
2. I like to think and reason things out. _____ _____			
3. I like to be creative and try new things. _____ _____			
4. I like to be involved in sports and physical activity. _____ _____			
5. I like to solve math problems and work with figures. _____ _____			
6. I really enjoy being with and talking with people. _____ _____			

	Usually	Sometimes	Never
7. I can get a job done well-even if people are hurrying or distracting me. (pressure--interruptions)			

8. I like working or being around dangerous places and situations. (storms-heights-disasters-personal risk)			

9. I like traveling and being away from home for long periods.			

10. I like working with and being around animals.			

11. Write three occupations in which your abilities or interests would be helpful:

_____ ; _____ ; _____

12. Now, choose only one occupation (it may be from the above three) which you really prefer and in which you could possibly see yourself working. Complete the information below using the Occupational Outlook Handbook.

Three interests or abilities necessary in this occupation:

1. _____ ; 2. _____

3. _____

Amount of training needed for the occupation:

Salary range: _____ to _____.

Why I choose this occupation:

Evaluation Sheet

Think about the answers you gave on the Ability and Interest Inventory. Answer the following questions for yourself.

1. How much do I really want to work in this occupation?
 2. Do I really have the abilities or interests for this occupation?
 3. Am I willing to spend the time and money for the amount of training required for this occupation?
 4. Have I talked with other people about this occupation?
-

=====

Occupations List

- | | | |
|---------------------------|-------------------------|-------------------------|
| 1. actor | 26. credit manager | 51. news analyst |
| 2. agronomist | 27. dairy herder | 52. nurse |
| 3. air traffic controller | 28. dentist | 53. payroll clerk |
| 4. ambulance driver | 29. electrician | 54. pet shop attendant |
| 5. animal eviscerator | 30. firefighter | 55. pharmacist |
| 6. aquarist | 31. food checker | 56. photographer |
| 7. athletic coach | 32. grocer | 57. physician |
| 8. architect | 33. gunsmith | 58. pilot (airline) |
| 9. bacteriologist | 34. homemaker | 59. price marker |
| 10. barber | 35. hotel clerk | 60. psychiatrist |
| 11. biologist | 36. insurance agent | 61. receptionist |
| 12. bricklayer | 37. interior decorator | 62. recreation director |
| 13. bridal consultant | 38. inventor. | 63. secretary |
| 14. building contractor | 39. jackhammer operator | 64. social worker |
| 15. bus driver | 31. jeweler | 65. flight attendant |
| 16. carpenter | 41. jockey | 66. tailor |
| 17. cargo agent | 42. journalist | 67. teacher |
| 18. cashier | 43. lens grinder | 68. telephone repairer |
| 19. car salesperson | 44. librarian | 69. tennis pro |
| 20. counselor | 45. lifeguard | 70. tree surgeon |
| 21. choreographer | 46. lumberyard worker | 71. veterinarian |
| 22. comedy entertainer. | 47. marriage counselor | 72. welder |
| 23. commercial fisher | 48. mechanic (auto) | 73. wheat farmer |
| 24. composer | 49. meteorologist | 74. writer |
| 25. crane operator | 50. minister. | 75. x-ray technician |

MECCA ACTIVITY PLAN

TITLE: LEISURE CONNECTIONS (SS314) SUGGESTED GRADE LEVEL: 7-9

INFUSION: SOCIAL STUDIES

LEVEL: AWARENESS

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS

OBJ. 5.1 Develops listening skills through (5.1E) using good listening skills.

GOAL 10: LEISURE PREFERENCES AND PERSONAL RESPONSIBILITIES

OBJ. 10.4 Relates the role of leisure to careers by (10.4E) considering leisure activities that support and compliment occupations and (10.4F) exploring occupations with reference to leisure interests.

Materials:

Activity Sheet A - Leisure Connections (one per student)

Pencils

Activities:

Teacher Comment:

Note: this activity would most effectively be pursued following a personal values and interests inventory, such as, LA 320.

1. Discuss the amount of leisure time people in various occupations have for developing their personal interests.

2. Give students Activity Sheet A for completion. Encourage students to use occupational reference materials in the school or seek outside references.

3. Ask students to present verbal reports of their work.

4. Following verbal reports, ask listening students to write three things they remembered about the occupations discussed.

Evaluation:

1. Student listeners' reports of three things they remembered about the occupations discussed.

2. Student reports indicating understanding of the relationship of leisure activities and future employment.

=====

Leisure Connections

A. On the lines below, write three leisure activities you like to do.

Do any of these activities suggest an occupational area? If not, choose one or two leisure activities you sometimes like to do which may suggest an occupational area.

B. Write below any of the leisure activities above which suggest an occupational area and the area it suggests.

Leisure Activity

Occupational Area

C. Think about the suggested occupational areas above. Do they in any way match your values and interests? Would they provide for any needs? In what ways?

D. Take one of the occupational areas you mentioned above and look for information about it concerning the:

a. Qualifications: _____

b. Training needed: _____

c. Entry level positions and possibilities for advancement:

d. Salary range: _____

MECCA ACTIVITY PLAN

TITLE: DISCOVERING JOBS WITH MATH SUGGESTED GRADE LEVEL: 7-9
SKILLS (MS 49)

INFUSION: MATH

LEVEL: EXPLORATION

GOAL 6: CAREER IMPLICATIONS OF SUBJECT MATTER

Obj. 6.2 Relates specific school experiences to job requirements through (6.2C) understanding career implications of specific subject matter.

Materials:

Activity Sheet A - Mathematics Career
Pencils and paper
Occupational Outlook Handbook

Activities:

Teacher Comments:

NOTE: THIS ACTIVITY SHOULD BE PRECEDED
BY INFORMATION ABOUT THE OCCUPATIONAL
OUTLOOK HANDBOOK. SEE ACTIVITY PLAN
"GUIDE FOR STUDY OF AN OCCUPATION"

1. Distribute Activity Sheet A
and explain that each of these
occupations require a certain
amount of math skill.

Ask students to choose a career in
which they may have some interest.

2. Ask students to research information
from career resource (Occupational
Outlook Handbook) about the use of
math skills in the occupation.

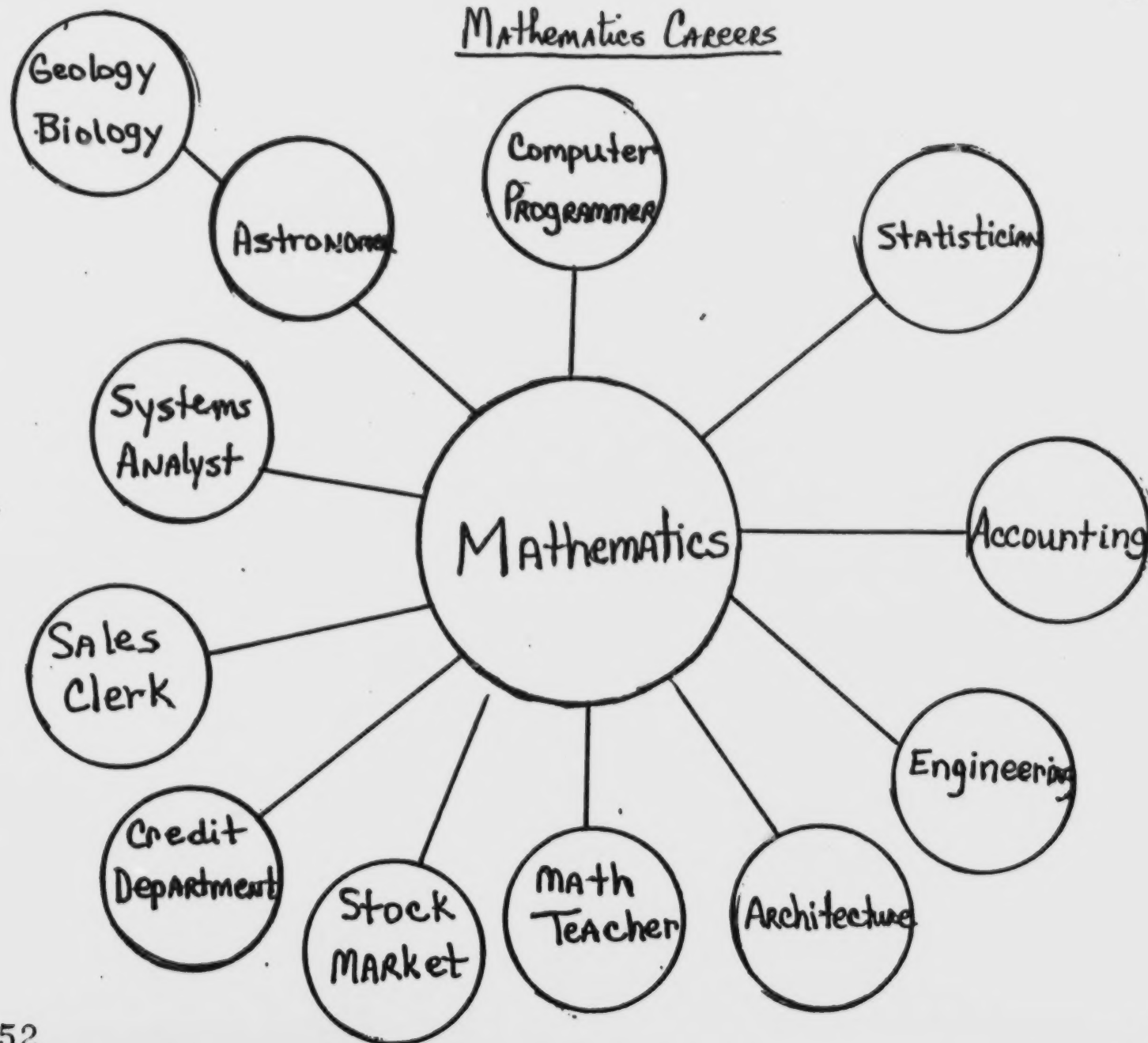
3. Ask students to share information
gained about the use of math skills
in the various occupations.

(Optional) Students may wish to
make posters indicating the use of
math skill in a particular occupation.

Evaluation:

1. Student participation in discussion.
2. Quality of student research and report of information indicating understanding of the implication of school subject matter for job success.

Mathematics Careers



MECCA ACTIVITY PLAN

TITLE: IMPORTANCE OF SPECIFIC
VALUES TO JOBS (LA128/SS71)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANG. ARTS/SOCIAL ST.

LEVEL: EXPLORATION/PREPARATION

GOAL 2: INTERPERSONAL SKILLS

Obj. 2.4 Analyzes differences between personal values and the value orientation of others by (2.4B) differentiating own values from those of peers.

Materials:

Activity Sheet A - Values Preference Inventory
Pencils

Activities:

Teacher Comments:

1. Give students Activity Sheet A and explain this is a means of helping students recognize the things they think are most important. Review the instructions for completing the Activity Sheet with the students.
2. After students complete the inventory, suggest they compare results and discuss their satisfaction with the rankings.
3. List the 8 values on the chalkboard and ask students to suggest a list of jobs under each value which would incorporate that value.

Evaluation:

1. Student differentiation of own values from those of peers.

=====

Values Preference Inventory

Directions: Rank the items in the following sets from 1 - 8
(1=most important; 8= least important)

<u>Set 1</u>	<u>Set 2</u>	<u>Set 3</u>	<u>Set 4</u>
☐ Love	☐ Kindness	☐ Friendship	☐ Tenderness
☐ Recognition	☐ Honor	☐ Courtesy	☐ Admiration
☐ Ability	☐ Talent	☐ Ingenuity	☐ Capability
☐ Knowledge	☐ Education	☐ Wisdom	☐ Understanding
☐ Leadership	☐ Authority	☐ Influence	☐ Decision-making
☐ Money	☐ Property	☐ Income	☐ Food
☐ Health	☐ Happiness	☐ Contentment	☐ Relaxation
☐ Honesty	☐ Justice	☐ Trust	☐ Fair Play

Now, copy the numbers from each set above in the columns below.
After that, total the rows across.

Set 1	Set 2	Set 3	Set 4	TOTAL	BASIC VALUE	RANK
					AFFECTION	
					RESPECT	
					SKILL	
					ENLIGHTENMENT	
					POWER	
					WEALTH	
					WELL BEING	
					RECTITUDE	

(Source: Carl A. Elder)

MECCA ACTIVITY PLAN

TITLE: THE CHARGE GAME (SS59) SUGGESTED GRADE LEVEL: 7-9

INFUSION: SOCIAL STUDIES LEVEL: EXPLORATION

GOAL 7: SOCIO-TECHNICAL-ECONOMIC-POLITICAL UNDERSTANDING
Obj. 7.2 Evidences economic understanding by (7.2D) applying economic principles to personal resource management.

Materials:

Activity Sheet A - Charge game board (per 3-4 students)
Set of die and game piece for each player

Activities:

Teacher Comments:

Game rules:

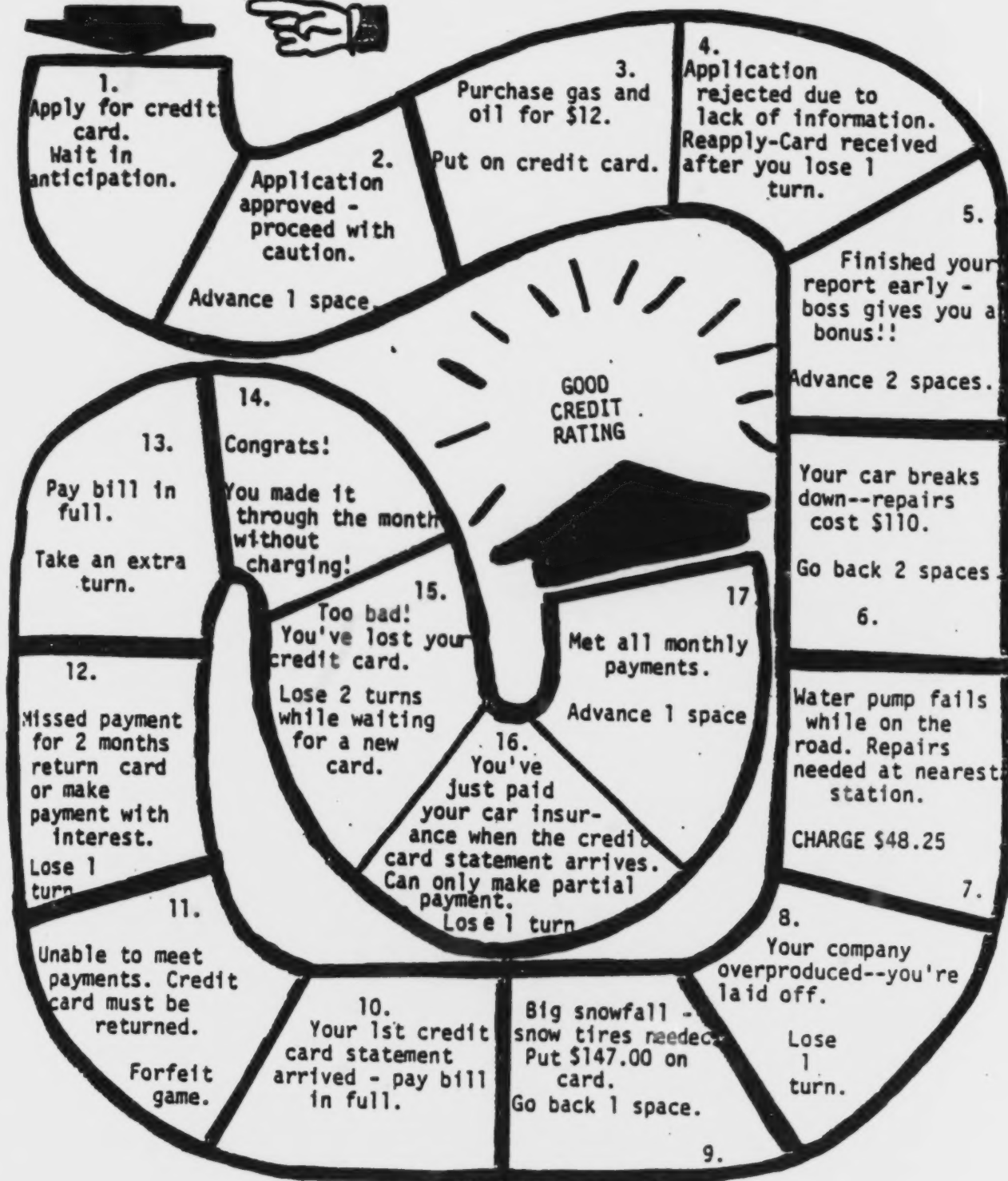
- a. As many players can participate as seems feasible for the situation. 3-4 for each group.
 - b. A die is used to determine the number of spaces a player may move.
 - c. Upon landing on any square, a player must follow the directions of that square. (If players land on a square which says, "Go back 2 spaces", they follow those directions. They also must follow the directions on the square on which they land when moving backward. If it says lose a turn, they must loose a turn.
 - d. In order to win, players must roll the exact number of spaces to reach GOOD CREDIT RATING. If players do not role the exact number, then they must wait until the next turn to try again.
2. Following the game, discuss the pros and cons of using credit cards.

Evaluation:

1. Student discussion during and following game which indicates an ability to apply economic principles.

CHARGE!

START



MECCA ACTIVITY PLAN

TITLE: SPENDING (MS26)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: MATH

LEVEL: AWARENESS/EXPLORATION

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS

Obj. 5.5 Uses computational skills effectively by (5.5C) mastering computational skills appropriate for grade level and interests.

GOAL 7: SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING

Obj. 7.2 Evidences economic understanding by (7.2) applying economic principles to personal resource management.

Materials:

Activity Sheet A - How Shall I spend

Activity Sheet B - Pie Chart form

Pages of newspapers illustrating ads for merchandise

Pencils

Activities:

Teacher Comments:

1. Talk about budgeting and how a budget is developed and maintained.
2. Give students the Activity Sheet and ask them to list items under each category that they might want or need.
3. Give all students "X amount" per month that they can spend for all 4 categories (income). Use newspapers to determine appropriate costs.
4. Ask students to compute the percentage of total income spent in each category and develop a "pie" chart indicating those totals.
5. Ask students to share their pie charts with the class.

Evaluation:

1. Student ability to budget income successfully.
2. Student ability to compute percentages and illustrate the percentage in each category on a "pie chart".

=====

How Shall I spend?

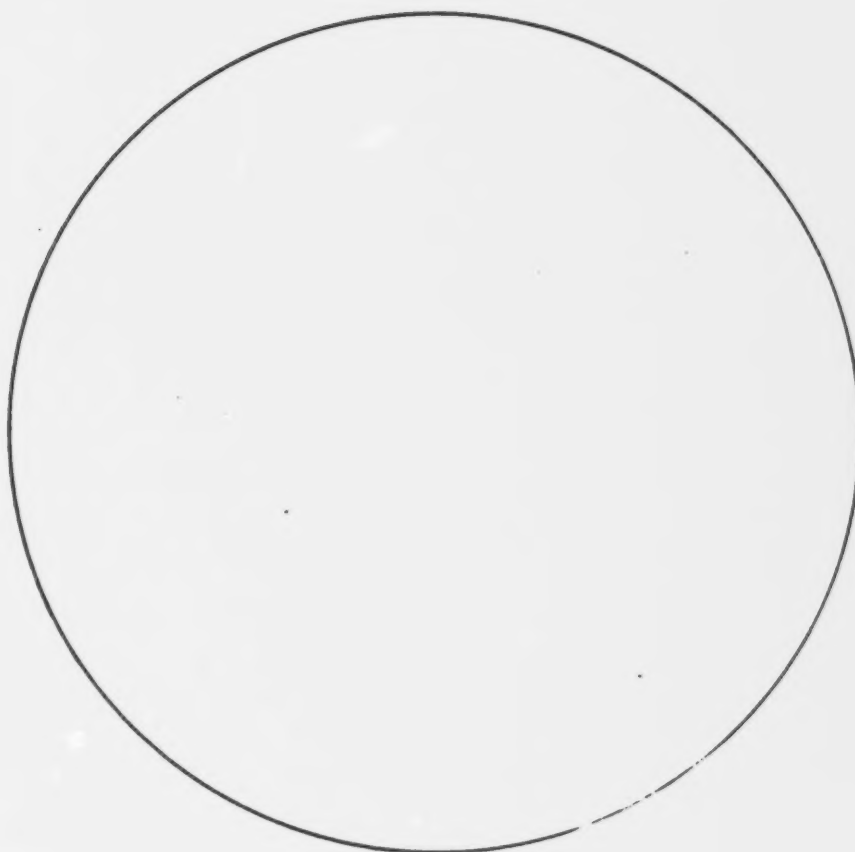
Keep a Home

Keep Healthy

Get an Education

Have Entertainment

Pie Chart (Percentages)



MECCA ACTIVITY PLAN

TITLE: EARLY OCCUPATIONS (LA105/SS83) SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANG. ARTS/S. STUDIES

LEVEL: AWARENESS

GOAL 8: CAREER INFORMATION

Obj. 8.3 Is aware of a range of career options and their requirements through (8.3D) illustrating that qualifications differ for different kinds of work.

Materials:

Paper and pencil

Resources for occupations in the colonial times

Activities:

Teacher Comments:

1. Ask students to read information about early colonies and moving the frontiers west after independence.
2. As students read, ask them to identify early occupations such as blacksmith, railroad and steamboat workers, stage coach drivers, etc.
3. Ask each student to pick out one early occupation and research information about the work done, clothes worn, and tools used stressing the context of the occupation and qualifications of the worker by doing one of the following:
 - a. Writing a report
 - b. Acting out the occupation
 - c. Writing a letter to a colonial friend telling what they did that day
 - d. Writing a journal page as a colonial writer
 - e. Drawing a picture of self as colonial worker showing the tools and equipment of the occupation.
4. Ask students to share products and contrast colonial occupations with those of today.

Evaluation:

1. Student participation in discussion.
2. Student product stressing work done, clothes worn and contrast with occupations today.

MECCA ACTIVITY PLAN

TITLE: CONCEPT OF A BUDGET (MS58) SUGGESTED GRADE LEVEL: 7-9

INFUSION: MATH

LEVEL: EXPLORATION/PREPARATION

GOAL 7: SOCIO-TECHNOLOGICAL-ECONOMICS-POLITICAL UNDERSTANDING
Obj. 7.2 Evidences economic understanding by (7.2D) applying economic principles to personal resource management.

Materials:

Pages of newspaper ads for cars, homes, etc.
paper and pencils

Activities:

Teacher Comments:

1. Discuss the concept of a budget and how it affects living environments.
2. Given a salary of \$12,000 or \$22,500, ask students to develop a budget which includes items for shelter, transportation, clothing, recreation, etc.
If appropriate for the group, ask students to compute the percentage of each budget category.
3. Following budget allotments, ask students to select a home, car, vacation or mode of transportation that will fit the budget.
4. Ask students to share their budgets with the group. Discuss realistic solutions to problems.

Evaluation:

1. Student accuracy of computation.
2. Student realistic expectations and understanding of economic principles.

MECCA ACTIVITY PLAN

TITLE: HARDY BARS & MUSHAMELS
(LA60/SS319)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANG. ARTS/SOCIAL ST.

LEVEL: EXPLORATION

GOAL 1: SELF AWARENESS

Obj. 1.5 Relates personal needs, values, and interests to behavior, decisions, and careers by (1.5H) identifying and using sources of information about self.

GOAL 2: INTERPERSONAL SKILLS

Obj. 2.7 Recognizes the role of constructive and positive competition by (2.7C) recognizing ways in which competition serves individuals and groups.

GOAL 7: SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDINGS

Obj. 7.5 Is aware of the need to eliminate sex bias and the need to compensate for the effects of sex role stereotyping. (7.5D) Recognizes the effects of sex role stereotyping on individuals.

GOAL 10: LEISURE PREFERENCES AND PERSONAL RESPONSIBILITIES

Obj. 10.5 Coordinates citizenship role with lifestyle and career by (10.5E) describing the responsibilities of citizens in a democratic society.

Materials: Pencils

Activity Sheet A,B My interests

Activity Sheet C,D Fable of He and She

Activities:

Teacher Comments:

1. Read the Fable of He and She with the class and discuss:
 - a. Skills of Hardy Bars and Mushamels before and after the storm.
 - b. How do the two groups feel about sharing their new skills?
 - c. How do the two groups feel about going back to the ways before the storm?
 - d. What about their celebrations and contests? Do we have similar types of competitions today? (cooking, beauty, popularity, etc.)
 - e. Do we have She-Mel and He-bar today?
3. Using the checklist, see in what skills shows interest. Are class members stereotyped by their own experiences?
4. Brainstorm a list of activities all responsible society members should do.

Evaluation:

1. Students recognize the effects of sex role stereotyping.
2. Students lists common citizenship responsibilities.
3. Students indicate ability to list personal interests and preferences.
4. Students recognize the role of positive competition.

=====

My Interests (Checklist)

	I am int- erest- ed in	I have tried	I saw women do	I saw men do
Flower arranging				
Babysitting				
Preparing a meal				
Typing letters				
Using technical instruments				
Caring for plants/vegetables				
Making something you can wear/use				
Using a computer				
Turning an engine				
Cutting someone's hair				
Repairing a leaky faucet				
Reading a blueprint				
Driving a truck				
Maintaining a budget				
Working in a hospital				
Repairing electrical appliances				
Shopping for weekly groceries				
Performing laboratory tests using chemicals				
Decorating a room to your taste				

(Continued on the back of the paper)

My Interests (Checklist continued)

	I am int- erest- ed in	I have tried	I saw women do	I saw men do
Using power tools				
Selling a product to someone you don't know				
Providing car for sick people				
Solving difficult math problems				
Being an office manager				
Creating something from metal				
Studying and learning credit terms and agreements				
Interpreting an insurance policy				
Giving speeches or making presentations				
Designing a landscape				
Entertaining an audience				

The Fable of He and She (Adapted by Lyn Reese)

A long time ago, on an island called Baramel, there lived wonderful birds and beasts. Among them were the savage chuck-a-chuck, the fierce mushmoo and the wild melachuck. On the island there were two kinds of people, hardybars and mushamels. There were old and young hardybars and mushamels and they lived together in families. The hardybars did all the building and hunting.

"Mushamels are too timid to face the fierce melachucks," they said. "Right," said the mushamels. "They are too soft to escape the fangs of the awful chuck-a-chuck. We are strong, we will hunt," declared the hardybars. "Mushamels don't know how to build houses. So we will build all the houses that need to be built.

Only one hardybar, called He-bar, wanted to do things differently. "Can't we do some cooking? Can't we make houses pretty? Put some paint on them?" "He-bar, hardybars do not paint. This is not a hardybar thing to do," cried all the others. So he didn't.

The mushamels were best at cooking and watching babies. "Mushamels make things sweet and nice. That's what all mushamels like to do best," they said. Only one mushamel, She-mel, disagreed. "Oh, not me. I'd rather be fighting chuck-a-chucks instead of standing over a stove in a hot kitchen all day." The other mushamels groaned. "She's so peculiar, So odd." So, She-mel didn't do what she wanted.

Each year in Baramel there was a great holiday called Om-pah Day. The hardybars went to one end of the island to celebrate, the mushamels to the other. Each held all sorts of contests. The hardybars had contests in sawing wood, pole climbing, and mushmoo catching. The fastest and bravest hardybar was named hardybar of the year.

The mushamels held contests too. Their contests were in gardening, cooking, dancing, and beauty. The winner, with cheers and tears, became mushamel of the year.

Suddenly, in the midst of the festivities, disaster struck! The skies darkened, the wind blew, and lightening cracked. Then, with a shudder and a shake--earthquake! And the island split in two!

When the storm was over, much to their surprise, the hardybars found themselves separated from the mushamels by a huge body of water. There was no way to reach each other across the cold and swift ocean.

"What are we going to do. We need houses," the mushamels loudly cried. "I can't hunt chuck-a-chuck," said one. "I can't build

shelters," said another. "We'll freeze," they all said. Then She-mel took charge. "Hold it everyone and stop crying! I, for one, do not plan to freeze or starve. Come on." Finding clay, She-mel constructed a sturdy hut. In front she planted some flowers. "Oh, yea for She-mel," everyone cheered.

"And now, we're going hunting." Now She-mel, you're going too far," said an older mushamel. "only hardybars can face the fierce mushmoo." "don't worry, I have a plan." She-mel had everyone sneak up to the nearest mushmoo and surround it. "Now, everybody sing as loud as you can," she commanded. All did as they were told and the noise was so piercing that the mushmoo roared and stamped and fell over dead. "Hey, we did it!" cheered the mushamels.

Meanwhile, the hardybars had problems of their own. "If those children don't stop crying, I'll lose my mind," moaned one. "Be quiet, be quiet! Oh, I hate little children." That made He-bar speak up. "Wait, that doesn't work very well! I have an idea." And he made some clever swing which held the children firmly and kept them happy. The children were happy and the adults were delighted. "hooray for He-bar," everyone cheered.

"Okay, hardybars, dinnertime," one hungry person called. "Oh, dear, hardybars can't cook," was the reply. "I believe I could whip up a little something," said He-bar. Get me some pom-pom berries, a kettle, and dig a hole. He-bar's first meal was chuck-a-chuck and pom-pom berry stew in peanut butter sauce. But, little by little, all the hardybars learned and their cooking improved.

Time passed. Hardybars and mushamels lived separately on each side of the great gap. Then one day--REVERSEQUAKE! A great force pushed the island together again. With much kissing and hugging the two groups were united again.

"Now that we're together again, everything will return to normal," said one hardybar. "oh no, things are going to be different. We've learned to do some new things. Watch! And the mushamels showed them how they built their houses. "Wow! Interesting construction technique," commented the hardybars. "Let's show the mushamels what we can do" Soon the hardybars announced. "fried chuck-a-chuck pie with pom-pom pudding topped with creamy mushmoo whip." "Mmm." sighed the mushamels.

From then on things were different in the land of Baramel. Both hardybars and mushamels built homes, hunted, cooked, planted gardens and tended children. They both shared with each other new ways to do their work.

That year, on Om-pah Day, everyone was grateful to He-bar and She-mel for helping them change their ways. "The prize of hardybar of the year goes to He-bar and the prize of mushamel goes to She-mel!"

MECCA ACTIVITY PLAN

TITLE: PERSONAL COAT OF ARMS (LA117) SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANGUAGE ARTS

LEVEL: EXPLORATION

GOAL 1: SELF AWARENESS

Obj. 1.2 Exhibits a positive self-concept by (1.2G) showing self-acceptance.

 Activity Sheet A - Shield
 Pencils or art supplies

Activities:

Teacher Comments:

1. Use Activity Sheet A as a model for a shield,, dividing it into 6 parts. Ask students to draw within each section the following. Yourself doing the:

- a. Most significant event in life from birth to the start of the school year.
- b. Most significant event since the beginning of the school year.
- c. Greatest success or achievement.
- d. Something you do very well.
- e. Employed at a job you like.
- f. Something you would rather do anything else in the world.

Note: This activity is enhanced if the teacher participates by doing the activity along with the students. It is important that students are comfortable about sharing. Do not force all to participate in the sharing.

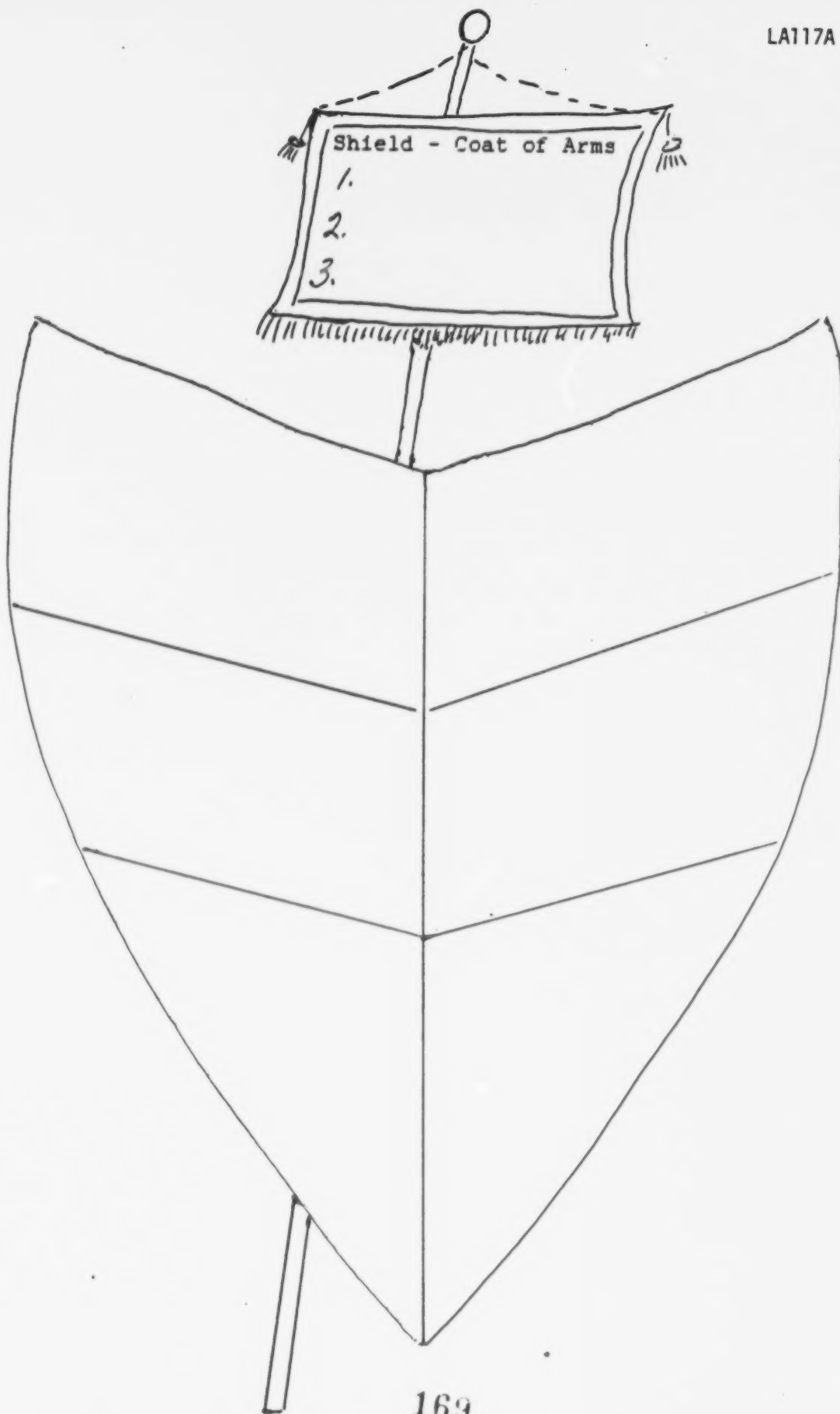
2. Have students print on the banner three words they would like someone to say about them if they were not present.

3. Ask students who are willing to do so to share their shields with others. Can other students guess the meaning of their drawings?

4. Listen carefully to student presentations and the ensuing discussion. Are students clearly thinking about their likes, dislikes, abilities, and do other students see them as they see themselves.

 Evaluation:

1. Students exhibit self-acceptance of their primary characteristics of abilities, interests, career plans.



MECCA ACTIVITY PLAN

TITLE: I QUIT (SS75)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: SOCIAL STUDIES

LEVEL: EXPLORATION/PREPARATION

GOAL 3: DECISION MAKING

Obj. 3.5 Recognizes the variety of settings in which decisions are made and the influences on decision making by (3.5E) making satisfactory decisions and discussing the influence of factors in the decision making process.

Materials:

Paper and pencils

Activities:

Teacher Comments:

1. Generate possible explanations an employee might give to an employer upon leaving a job.
2. In relation to the students' list, discuss the following as good, poor explanations.
 - a. I got a better job.
 - b. I have been offered a job that is a chance for advancement.
 - c. I really like my job, but I've been offered one which will help me reach my career goal.
 - d. I'm leaving to take a new job.
 - e. I'm not going to be in anymore because I start a new job tomorrow.
 - f. I have accepted a new job and hope you can find a replacement to take my place in two weeks.
 - g. I will be seeking another job in the near future. It has been a pleasure working for you and I would like to use your name as a reference.
2. Ask students to write out the options they would consider the most appropriate to use and write a paragraph justifying that response.

Evaluation:

1. Student participation in discussion indicating understanding of the influence of various factors in the decision making process.
2. Quality of student writing showing appropriateness of explanations for leaving a job.

MECCA ACTIVITY PLAN

TITLE: A, B, OR C (SS96)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: SOCIAL STUDIES

LEVEL: PREPARATION

GOAL 3: DECISION MAKING

Obj. 3.3 Adapts decisions to changing circumstances by (3.3C) indicating how some career decisions may change due to personal, social, economic, technological changes.

Materials:

Paper and pencils

Activities:

Teacher Comments:

1. Ask students to develop situations for each of the following jobs:
 - a. One which pays a moderately low income by which has high security.
 - b. One which pays a good income but in which there is a 50/50 chance of being out of work.
 - c. One which pays an extremely good income if you do well, but which provides little security (One could lose almost everything if the job does not go well.)
2. Ask students to select their preference for a-c above and write at the top of a sheet of paper their choice of job to match that criteria.
3. Ask students to analyze their choices in order to learn more about themselves.
4. Ask students to follow-up their indicated choice and analysis by writing a paragraph stating the influence of the following on their choices: personal background; values; work experience; ambitions; present financial status; self-confidence; other factors.

Evaluation:

1. Student participation in activity: developing job situations and completing written work.
2. Student written work indicating understanding of how some career decisions may change due to personal, social, economic or technological changes.

MECCA ACTIVITY PLAN

TITLE: IDENTIFY AND LOCATE A
LOCAL BUSINESS (SS321)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: SOCIAL STUDIES

LEVEL: EXPLORATION

GOAL 8: CAREER INFORMATION

Obj. 8.4 Uses decision making skills to identify career directions by (8.4D) analyzing career options in terms of an number of appropriate criteria including mobility, job security, and lifestyle.

Materials:

Street maps of surrounding cities and towns
Directory of Business & Industries (Available from the local Chamber of Commerce)

Construction paper, paper, colored pencils, rulers, etc.

Activities:

Teacher Comments:

1. Discuss the types of businesses and industries where family members and friends work. Talk about the ways these people go to work (transportation). Talk about the arrangement of the community, main streets, industrial, commercial and governmental areas.

3. Using maps, ask students to trace the routes to and from places of employment and residences.

4. Ask student to make their own map of the area around the school using a list of street names provided by the class and a list of businesses in the area. Note use of capital letters for proper nouns, as well as, abbreviations.

5. Ask student to share their with each other and explain the routes they drew, the businesses involved and the type of work done at that business. Ask, What possibilities are there for moving from one job to another in this community?

Evaluation:

1. Student use of reasoning and verbal description of business in the area, work done in those businesses, methods of transportation from homes to business, and possibilities for job mobility.

MECCA ACTIVITY PLAN

TITLE: SKILLS, TRAINING AND
OPPORTUNITIES (LA96/SS45)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANG. ARTS/SOCIAL ST.

LEVEL: AWARENESS/EXPLORATION

GOAL 8: CAREER INFORMATION

Obj. 8.3 Is aware of a range of career options and their requirements through (8.3F) exploring a broad range of occupations in terms of their requirements.

Materials:

Career education resources - Dictionary of Occupational Titles
Occupational Outlook Handbook
Paper and pencils
Construction paper/colored pencils

Activities:

Teacher Comments:

1. Place a list of occupations on the chalkboard.
2. Introduce the lesson by asking students about the listed occupations:
 - a. What variety of skills are needed?
 - b. What training/education is needed?
 - c. What opportunities are there for employment in these jobs?
 - d. What disadvantages or advantages are there in working at these jobs?
3. Ask students to draw pictures to contribute to a mural of "World of Work". Each can draw a picture of a chosen worker performing job related activities. With each picture, post information about skills; training; job opportunities; advantages/disadvantages of the occupations.
5. Follow-up by asking students to write one paragraph telling their reasons for choosing a particular occupation for their part in the mural.

Evaluation:

1. Student participation in activities and in discussion indicating exploration of a range of career options in terms of their requirements.

MECCA ACTIVITY PLAN

TITLE: GOVERNMENT PARTICIPATION
(SS67)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: SOCIAL STUDIES

LEVEL: AWARENESS

GOAL 10: LEISURE PREFERENCES AND PERSONAL RESPONSIBILITY

Obj. 10.5 Coordinates citizenship role with lifestyle and career by (10.5E) describing the responsibilities of citizens in a democratic society.

Materials:

Paper and pencils

Activity Sheet A - Government Participation

Activities:

Teacher Comments:

1. Give students Activity Sheet A for completion.
 2. Discuss the importance of becoming involved in the operation of government. Note items on the Activity Sheet in which students are unable to participate at this time. Ask, at what age can you participate?
 3. Ask students to select those items from the Activity Sheet in which they have participated or are now participating and write 2-3 sentence paragraphs telling,
 - a. Why government participation is important in a democratic society.
 - b. Ways in which they have participated in these activities.
 4. Ask students to research and report to the group the age limits for those activities that a person must be a certain age.
- (Option) Secure a speaker from local government who can talk about citizenship responsibilities.

Evaluation:

1. Student participation in discussion.
2. Quality of student written paragraphs.

Government Participation

Have you.....

1. Attended a city/county Council meeting?
2. Voted in a political election?
3. Aided a political candidate in campaigning?
4. Run for a school office?
5. Run for a public office?
6. Become a Senator or Congressman?
7. Aided city/state officials in time of crisis?
8. Demonstrated for or against particular causes?
9. Visited a local Equal Employment office?
10. Visited an attorney concerning job discrimination?
11. Aided a public fund-raising effort?
(Example: new swimming pool, part, etc.)
- 12./ Others?

MECCA ACTIVITY PLAN

TITLE: MATCHING WORDS (LA153)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANGUAGE ARTS

LEVEL: EXPLORATION/PREPARATION

GOAL 9: MARKETABLE SKILLS AND ADAPTABILITY

Obj. 9.2 Uses job seeking and job holding skills by (9.2D)
understanding terminology used in want ads.

Materials:Activity Sheet A - Matching Words Sheet
Pencils

Activities:

Teacher Comments:

1. Discuss with students the need to become familiar with abbreviations and terms used in want ads. If you don't know what the ad is asking for, how can you apply?

2. Give students the Activity Sheet and time to work out the answers.

3. Check over answers with the students in a group.

Evaluation:

1. Student completion of Activity sheet and subsequent discussion indicating understanding of want ad terminology.

Matching Word Sheet

Directions: Match the words or abbreviations in the left column with the definitions in the right column. Place the letter of the definition next to the correct number on the left.

- | | |
|--------------------------------|---|
| ___ 1. MO | A) height, weight |
| ___ 2. APT | B) signed name (not printed making out application) |
| ___ 3. maiden name | C) persons you worked for |
| ___ 4. address | D) actions against the law |
| ___ 5. firm name | E) people you support or help support |
| ___ 6. applicant signature | F) husband's or wife's name |
| ___ 7. infractions, offenses | G) social security number |
| ___ 8. C.O.D. | H) where you live |
| ___ 9. marital status | I) adult (not relative) who can tell something about how you work |
| ___10. spouse | J) what you do for a living, job |
| ___11. reference | K) cash on delivery |
| ___12. employee | L) mental or physical handicaps |
| ___13. Ht., Wt. | M) name of company for which you work |
| ___14. Soc.Sec.No. | N) birth certificates, baptismal papers, draft cards, passport |
| ___15. proof of age | P) quantity |
| ___16. defects or disabilities | Q) girl's last name before marriage |
| ___17. dependents | R) single, married, widowed separated, divorced |
| ___18. occupation | S) money order |
| ___19. former employee | T) worker for a company |
| ___20. qty | |

MECCA ACTIVITY PLAN

TITLE: TRENDS, MOVEMENTS, CHANGE SUGGESTED GRADE LEVEL: 7-9
(LA142/SS86)

INFUSION: LANG. ARTS/SOCIAL/ST. LEVEL: PREPARATION

GOAL 7: SOCIO-TECHNOLOGICAL-POLITICAL UNDERSTANDING

Obj. 7.3 Evidences technological understanding by (7.3E) tracing impact of technology on careers explored and (7.3F) explores careers in terms of technologies employed.

Materials:

Activity Sheet A - Trends, Movements, Change
Paper and Pencils

Activities:

Teacher Comments:

1. Ask students to select topics of current interest which may have impact on future jobs, such as, discoveries, technology, human rights, energy, etc.
2. Discuss the occupations that can be related to each area of change. Think terms of products, services, materials, processes, and equipment. What kinds of jobs could these things develop for the future?
3. Give students Activity Sheet A and ask them to complete it. Use their answers for further discussion.
4. Add to the discussion any information you may have regarding changes that are occurring at the present time. Project to the time when these students will be entering the job market.
5. What happens to workers who are no longer needed in an industry? How can workers plan for a change?

Evaluation:

1. Student completion of Activity Sheet and participation in discussion indicating understanding of the impact of technology on occupational opportunities.

=====

Trends, Movements, Change

Topics for group discussion: (Example--Technology)

<u>Area of Change</u>	<u>Occupations</u> <u>Affected</u>	<u>Effect on</u> <u>Occupations</u>	<u>Future</u> <u>Occupations</u>
FOOD	GROCERY CLERK	FEWER HIRED AUTOMATED CASH REGISTER	(CREATIVE THINKING AREA)
OFFICE WORKER	SECRETARY	FEWER HIRED AUTOMATED OFFICE PRO- CEDURES	

Student Worksheet

Directions: For each of the following "areas of change" think of technological or other social, political, or economic movements which will effect workers. Write in your answers for each "area of change".

TAXES:

HOUSING:

TRANSPORTATION:

CLOTHING:

PERSONAL CARE:

RECREATION:

MEDICAL CARE:

MECCA ACTIVITY PLAN

TITLE: COMPARING SLICES (LA49/SS30) SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANG. ARTS/SOCIAL ST. LEVEL: AWARENESS

GOAL 1: SELF AWARENESS

Obj. 1.3 Identifies a preferred lifestyle by (1.3D) describing different lifestyles.

Materials:

Activity Sheet A - Lifestyles
Pencils

Activities:

Teacher Comments:

1. Give students Activity Sheet A and ask them to choose several different friends or relatives to interview regarding the ways they spend their time. Students can compare how each spends his/her time by recording this information on the activity sheet.

2. Discuss with students the differences among individuals on their activity sheets. What reasoning can they give for these differences?

Evaluation:

1. Student participation in interviewing and recording information.
2. Student descriptions of differing lifestyles.

=====

Lifestyles

Directions: Write in the names of people you will interview in the slots at the top of the graph. Record the number of hours they say they spend in the various activities listed on the left side of the paper.

Names of individuals ----->							
Activities of: Sleep.							
Activities of Working in school.							
Activities of School Sports.							
Activities of Working at a job.							
Activities of Eating meals.							
Activities of Socializing.							
Activities of Doing homework							
Activities of Doing home chores.							
Activities of Leisure time. Note different uses of leisure.							

Use this space to record some specific differences you found among the individuals on your list, such as:

"Amy likes to use leisure for playing tennis; John is out for football", etc.

MECCA ACTIVITY PLAN

TITLE: TRUE SECRETS (LA54/SS27) SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANG. ARTS/SOCIAL ST. LEVEL: EXPLORATION

GOAL 1: SELF AWARENESS

Obj. 1.4 Identifies personal needs, interests, and values by (1.4E) differentiating between interests abilities and values.

GOAL 6: CAREER IMPLICATIONS OF SUBJECT MATTER

Obj. 6.4 Relates personal skills to subjects learned in school by (6.4C) showing how personal skills can enhance school and work performance.

Materials:

Activity Sheet A - True Secret Statements
Pencil

Activities:

Teacher Comments:

1. Give Activity Sheet A to students and allow time for completion.
2. Discuss with students their responses. Which of these were interest related? Which ability related? Which depend on a value system?
3. Ask students to use one statement as the basis for a writing project in which the personal skill selected is described in terms which indicate in what ways the skill enhances school and work performance.

Evaluation:

1. Student differentiation between abilities, interests, and values on Activity Sheet.
2. Quality of student writing indicating the ways abilities can enhance school and work performance.

=====

True Secrets list

Directions: Complete the following statements as quickly as you can.

1. On vacations I like to...
2. I'd like to tell my best friend...
3. If I were 5 years older...
4. When I'm alone at home, I...
5. I am best at...
6. In a group, I am...
7. If someone asked me to organize a new group...
8. When other people are upset and hurt, I...
9. When people depend on me, I...
10. I like best the kind of teacher who...
11. I often find myself...
12. I am happy doing...
13. During heated arguments, I...
14. I want most of of school to...
15. My greatest strength is...
16. I trust those who...
17. If I feel I can't get across to another person, I...
18. I like to work with a group on a project when...
19. Learning a new skill helps me...
20. I like to practice my skills because...

MECCA ACTIVITY PLAN

TITLE: INDOOR/OUTDOOR CAREER
CLASSIFYING (LA61)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANGUAGE ARTS

LEVEL: AWARENESS/EXPLORATION

GOAL 1: SELF AWARENESS

Obj. 1.5 Relates personal needs, values, and interests to behavior, decisions, and careers by (1.5G) exploring careers in terms of interests and abilities.

Materials:

Activity Sheet A - Career Classifying
Pencils

Activities:

Teacher Comments:

1. Give students Activity Sheet A, Career Classifying and allow time for completion.
2. Encourage students to make a self-evaluation to determine the types of activities they prefer and also to list their abilities.
3. The abilities lists can then be used to help students match their interests and abilities to different careers.
4. Discuss responses on the activity sheet in general. Make appointments to talk privately with students who seem to have difficulty.

Evaluation:

1. Student participation in completing Activity Sheet appropriately.
2. Student ability to self-evaluate according to interests and abilities.



CAREER CLASSIFYING

Put the following careers in the column which best describes the place in which the work is performed.

Farmer	Janitor	Accountant	Homemaker
Lawyer	Letter Carrier	Doctor	Barber
Gardener	Teacher	Trash Collector	Forest Ranger
Grocer	Carpenter	Zookeeper	Secretary

INDOOR	OUTDOOR	BOTH INDOOR AND OUTDOOR

1. I would prefer to work (indoors, outdoors, some of both).
2. I prefer to work with (things, ideas, people).
3. A career I might enjoy is _____

MECCA ACTIVITY PLAN

TITLE: DAY DREAMING (LA52)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANGUAGE ARTS

LEVEL: EXPLORATION

GOAL 1: SELF AWARENESS

Obj. 1.3 Identifies and (1.3E) describes a preferred lifestyle;
 (1.3F) Understands that careers are related to lifestyle.

Materials:

Activity Sheet A - Lifestyles and Careers
 Pencils

Activities:

Teacher Comments:

1. Define with students the term "lifestyle". What does it mean to them?
2. Give students Activity Sheet A and sufficient time for completion.
3. Ask students to volunteer to share the information about their preferences and the ways their responses on the sheet may indicate their values and interests. Try to connect those values and interests to preferred lifestyle through helping students interpret and generalize their responses.

Evaluation:

1. Student participation in activities.
2. Student discussion indicating understanding of the connection between preferences for lifestyle and careers.

=====

Lifestyles and Careers

I. Complete the following statements:

1. If only I could:
2. I really want:
3. I am happiest when:
4. I hope that somebody:
5. I like people who:
6. I often find myself:
7. I feel that I:
8. It's very important that:
9. If I had a million dollars:
10. In my fondest dreams:
11. I don't want:

12. What I want most out of life is:

13. I wish:

14. If I lost everything but one object, what would I want
that object to be?

II. Look over the statements you completed in Part I. What kinds of objects, events, or people do your answers seem to indicate you value or in which you are most interested?

III. Write a brief statement indicating how the above values and interests might relate to a particular career or occupational choice. Give the reasons why you think this may be so.

MECCA ACTIVITY PLAN

TITLE: PREFERRED LEISURE
ACTIVITIES (LA113)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANGUAGE ARTS

LEVEL: EXPLORATION

GOAL 10: LEISURE PREFERENCES AND PERSONAL RESPONSIBILITY

Obj. 10.1 Identifies personal leisure preferences by (10.1A) describing hobbies and interests outside of school.

Obj. 10.2 Uses leisure time effectively by (10.2E) recording and evaluating leisure time use.

Materials:

Paper and pencils

Activities:

Teacher Comments:

1. Ask students to record the three most enjoyable activities done out of school each day for a period of one week.
2. Ask students to pick out one activity on each day's list that they found the most enjoyable.
3. Ask students to summarize their preferences for leisure time use during the week of recording.
4. Ask students to identify if these preferences were:
 - a. Physical or sedentary.
 - b. Indoor or outdoor.
 - c. Done alone or with friends.
 - d. Work or play oriented.
 - e. Institutional or independent (Institutional means related to school, church, social or civic organization.)
5. Discuss similarities and differences between student choices. Note any insights gained concerning personal priorities and preferences.

Evaluation:

1. Student recordings of leisure time use and analysis of personal preferences.

MECCA ACTIVITY PLAN

TITLE: SUCCESS IS... (LA123/SS65) SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANG. ARTS/SOCIAL ST. LEVEL: AWARENESS

GOAL 1: SELF AWARENESS

Obj. 1.3 Identifies a preferred lifestyle by (1.3F) understanding that careers are related to lifestyle.

GOAL 6: CAREER IMPLICATIONS OF SUBJECT MATTER

Obj. 6.4 Relates personal skills to subjects learned in school through (6.4D) describing how knowledge can be gained through some kinds of failures that might not be gained otherwise.

Materials:

Activity Sheet A - Success is...

Pencils

Chalkboard and chalk/newsprint and magic marker

Activities:

Teacher Comments:

1. Brainstorm with students their ideas about what constitutes "success" in their lives.
2. Give students Activity Sheet A and allow time for completion.
3. Discuss student responses using the following as a guide.
 - a. How relative is success to individual preference?
 - b. What does it mean to be successful in school work? How does this relate to success in later life?
 - c. Does a lot of money equal success?
 - d. Who are some of the successful people you know? Why?
 - e. How does work in a particular career relate to a lifestyle?
 - f. What demands of several of the jobs on the Sheet dictate lifestyle?
 - g. Is it possible to be successful if you are involved in an occupation that is not valued by society?
 - h. Do successful people experience failure? How can we learn from failure?
4. Ask students to survey family and friends and report their views as to a successful worker.

Evaluation:

1. Student participation in discussion and report of survey.
2. Indication of understanding of relation of lifestyle to career choice and how individuals can learn from failure.

"SUCCESS IS..."

Rank the following occupations according to your definition of success by circling the number that most closely represents your assessment of that occupation. Respond with your first impression.

	Not Successful		Somewhat Successful		Extremely Successful
	1	2	3	4	5
Banker					
Lawyer					
Physician					
Electrical engineer					
Musician					
Farmer					
Teacher					
Firefighter					
Secretary					
Refuse collector					
Carpenter					
Plumber					
Minister					
Nurse					
Television reporter					
Pilot					
Chef					
Park ranger					
Stagehand					
Stock clerk					
Florist					
Barber					
Mail carrier					
Police officer					
Mortician					

MECCA ACTIVITY PLAN

TITLE: IMPORTANCE OF SELF IMAGE
(LA47)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANGUAGE ARTS

LEVEL: EXPLORATION

GOAL 1: SELF AWARENESS

Obj. 1.2 Exhibits a positive self concept by (1.2F) formulating plans for increasing or using strengths and minimizing or compensating for limitations.

Materials:

Activity Sheets A,B How do I get Along with People
Activity Sheets C,F Self Awareness
Activity Sheet G Relationships with Others
Pencils/paper

Activities:

Teacher Comments:

1. Discuss reasons that a positive self image is important to people.

2. Give the students Activity Sheets A, or read the questions to the group.
Ask students to answer them for themselves.
Discuss:

- a. Acceptance of new ideas.
- b. Awareness of choices.
- c. Awareness of making decisions.
- d. Results and consequences.

3. Ask the class to complete Activity Sheets B to facilitate self-appraisal.
The survey can be introduced as one which will aid students to understand how they feel about their values, interests, and abilities, as well as, their relationships with other people.

4. (Follow-up) Ask students to complete Activity Sheet C.

Evaluation:

1. Student discussion and writing indicating relation of self to others.

=====

How Do I get Along with People?

1. Am I pleasant with people (good disposition) or often moody?
2. Do I just naturally warm up to people?
3. Am I intrested in the activities of others even when they are not like my own ideas and hobbies?
4. Am I tolerant and understanding of other people's faults?
5. Do I like to give parties as well as go to them?
6. Do I enter actively into games, sports, community programs?
7. Do I like to lead in getting together parties or special affairs for my own crowd.
8. Do I like to make the first move when it comes to meeting people?
9. Does other people's pleasure concern me as much as my own fun at party or gathering?
10. Do I make a good partner in races and games?
11. Are people's names and faces easy for me to remember when I see them?
12. Am I calm and collected, free from worry when I entertain?
13. Am I easy to get along with, not always insisting on getting my own way?
14. Do I take the time to remember birthdays and the other special dates in the lives of friends?
15. Do promptly send thank-you notes?
16. Do I avoid irritating or touch subjects in conversations?
17. Do I try to look attractive and well-groomed at all times?
18. Do I avoid having friends in only one group?
19. Am I interested in the latest movies, books, sports events, TV programs, and news events?
20. Rather than waiting for another person to take a first step, do I like to invite new people who seem to be nice to join me and my friends--to become better acquainted?

Scoring: How Do I Get Along with People?

Count one point for each "yes" answer.

Compare your score with the following ratings for high school boys and girls.

If your total score was:

18-20 points:

You should get along with others very well. Your answers indicate that you are involved in many social activities. Be careful you do not lose your balance: you could be thought of as a "phony" if you get too caught up in the social whirl.

14-17 points:

You usually get along well with others. You probably have enough friends and companions to keep you happy and contented. See to it that you treat them well; now you have earned their respect, keep it!

10-13 points:

You seem to get along with others moderately well. Your friends are probably from the same small group. Perhaps you should try to make friends in other groups too. Practice being more friendly.

Less than 10 points:

You probably do not get along well with others. Why not sit down right now and think about why many of your answers were "no". Then put into action a plan for meeting and making new friends.

(Adapted from: Personal Preparation for
the World of Work - Carol Leone, PAHS.)

=====

Self-Awareness

Purpose: The statements below are concerned with how you feel about your own values, interests and abilities, and your relationships with other people.

Directions: Read and mark each statement according to:

0 = Not enough information; 1 = Fully disagree;

2 = no strong feelings; 3 = Agree

4 = Fully agree.

	0	1	2	3	4	5
1. My physical makeup (size, strength weight, etc.) affects how I feel about myself.						
2. My appearance affects the way I act.						
3. My physical makeup affects my job * choice.						
4. I am accepted by classmates.						
5. I get enough sleep.						
6. I feel that I'm in good health.						
7. I get upset over poor grades.						
8. I worry about my grades.						
9. I am afraid of tests.						
10. I am a better student than most of my classmates.						
11. I enjoy being with my family * members.						
12. I enjoy being with my * friends.						
13. My family thinks money is very important.						
14. My parents choose my * friends.						
15. I work to the best of my ability.						

Directions: Read and mark each statement according to:

0 = Not enough information; 1 = Fully disagree;

2 = no strong feelings; 3 = Agree

4 = Fully agree.

	0	1	2	3	4	5
16. I know how to budget time.						
17. I have trouble making friends.						
* 18. I feel I am left out of things with my friends.						
19. I am afraid to make mistakes.						
20. I succeed in most things I do.						
21. The condition of my skin bothers me.						
22. I like to earn my own money.						
23. I get along well with members of the opposite sex.						
* 24. I get along well with members of the same sex.						
25. I would bother me if people talked behind my back.						
26. It is important to be one of the gang.						
27. I like having authority over others.						
28. I like making my own decisions.						
29. I like myself the way I am.						
30. I can control my emotions.						
31. I feel people often take advantage of me.						
* 32. I feel that my abilities are recognized by others.						

Directions: Read and mark each statement according to:
 0 = Not enough information; 1 = Fully disagree;
 2 = no strong feelings; 3 = Agree
 4 = Fully agree.

	0	1	2	3	4	5
33. I like participating in * extra-curricular activities. _____						
34. I like participating in * activities outside of school. _____						
35. I feel comfortable living in my community. _____						
36. I feel good about myself. _____						
37. I know how to look for a job. _____						
38. I get bored easily. _____						
39. Sitting still for long periods bothers me. _____						
40. My friends trust me. _____						
* 41. My family trusts me. _____						
* 42. I feel I can do anything I want. _____						
43. My parents are too strict with me. _____						
44. I like to finish everything I start. _____						
45. I feel it is sometimes necessary to cheat. _____						
46. I like doing new things. _____						
* 47. I have a good memory. _____						
48. I am willing to get up in front of a group. _____						
49. I know where to find most of the information I need. _____						
50. It doesn't bother me when people * criticize what I do. _____						

Directions: Read and mark each statement according to:
 0 = Not enough information; 1 = Fully disagree;
 2 = no strong feelings; 3 = Agree
 4 = Fully agree.

	0	1	2	3	4	5
51. I prefer to work with people. _____						
* 52. I prefer to work with object. _____						
53. I would like to work with words. _____						
54. I would like to work with numbers. _____						
55. I can accept responsibility. _____						
56. I work better under pressure. _____						
57. I need someone to tell my troubles to. _____						
58. I like to do things in my own way. _____						
59. Being well-liked is important to me. _____						
60. I know what kind of education I need for the things I want to do in the future. _____						

Adapted from:
 Career Exploration Program:
 A Cluster Approach.

Use this space for any comments you have.

Relationship with Others

Directions: Under each question write two-three sentences indicating your feelings about relating to other people.

1. State how well you think you do get along with others. See the asterisk items (*) on the Self-Awareness Sheet.
2. State the ways in which you think you compete successfully or unsuccessfully with others.
3. How important are your feelings about how you get along with others in relation to your own feelings about yourself?

MECCA ACTIVITY PLAN

TITLE: LOCATING A BUSINESS (SS73) SUGGESTED GRADE LEVEL: 7-9

INFUSION: SOCIAL STUDIES

LEVEL: EXPLORATION

GOAL 3: DECISION MAKING

Obj. 3.6 Demonstrates decision making skills needed in preferred occupations by (3.6E) describing ways in which group processes contribute to or impede decision making.

Obj. 3.8 Demonstrates the ability to participate in group decision making.

Materials:

Activity Sheet A,B,C - Locating a business (3 sheets per student)

Activity Sheet D - Answer sheet

Pencils

Activities:

Teacher Comments:

1. Lead students in discussing the important factors to consider when starting a new business. Ask them to brainstorm areas for consideration such as money needed, location, type of business, etc.

2. Give students Activity Sheets A-C and discuss the given situation.

3. Divide students into small groups and ask them to answer the questions given on the Activity Sheet, using the diagram of the existing business district.

4. Ask a recorder from each group to report group decisions to the class.

5. Ask students to write 2-3 sentences telling the ways group processes contributed or impeded decision making and to what extent they personally contributed to the decision.

Evaluation:

1. Student participation in discussion and contribution to decision making.

2. Student sentences describing the group processes they engaged in during small group work.

LOCATING A BUSINESS

You are a small business person in retail sales and you are about to open a store. You must pick a location that is suitable to the nature of your particular business. Some important factors to consider are:

- Is the store location attractive and accessible to customers?
- Are there adequate parking facilities?
- Is the store located in an area where you will attract the type of clientele that you are seeking?
- Is there competition for your product or service located nearby? Will this be a problem?
- How much are taxes and rent for your shop? How long is the lease? Is it renewable?
- Is there room for possible expansion at this location?
- What kind of neighborhood is the shop in? Are the people in the neighborhood pleasant and friendly?
- Do you feel that this location will help your business succeed?

Keeping those things in mind, solve the following store locating problems. The diagram of the business district shows you which locations are available.

Good luck!

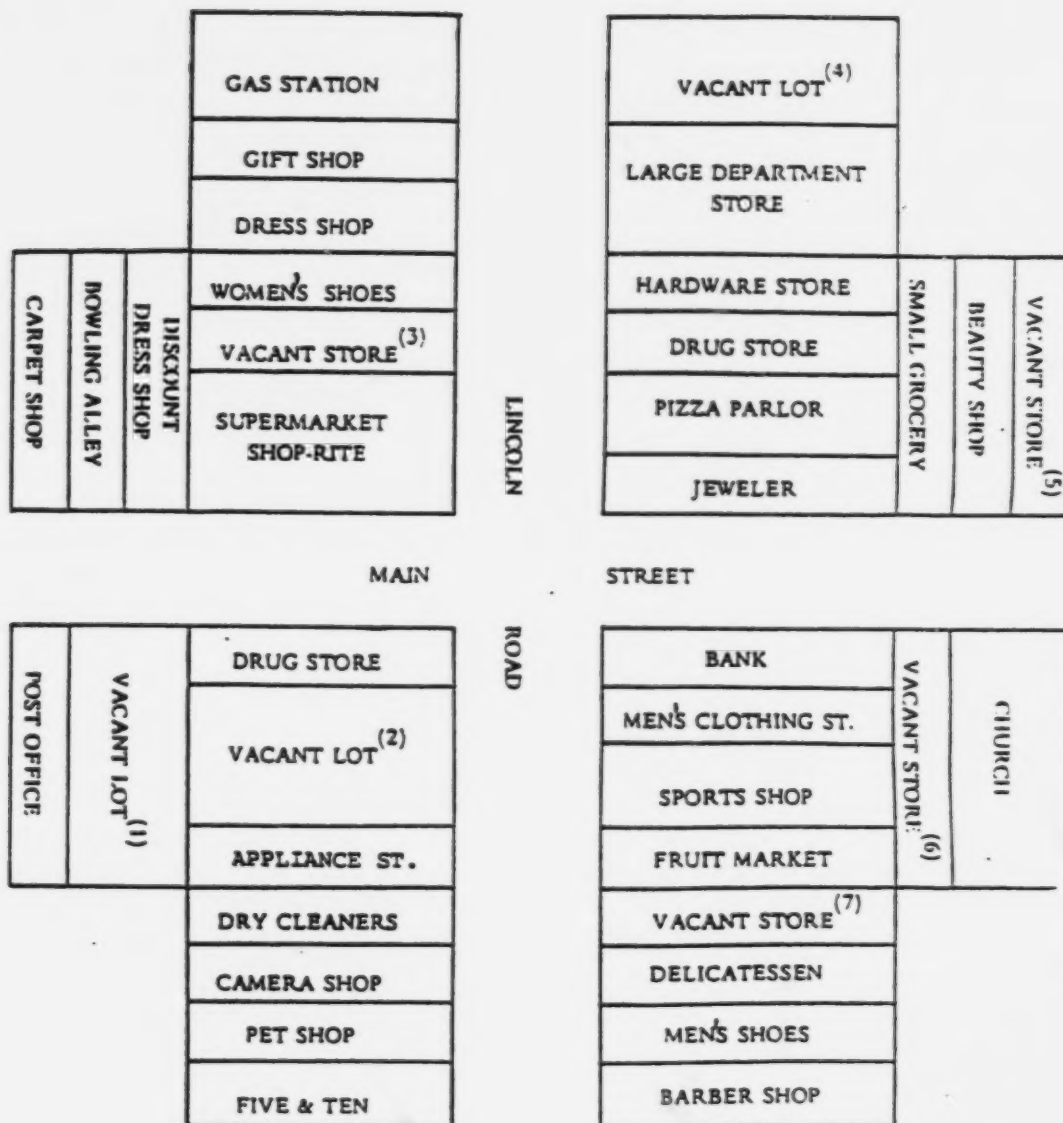
PROBLEMS

1. If you wanted to open a liquor store, would this community have a need for your goods and services?
2. Would you put your tavern in vacant store 5 or 6? Why? Why not?

LOCATING A BUSINESS (Continued)

3. Could this community use another gas station? If not, why? If yes, where would you put it and why?
4. You always wanted to have your own women's dress shop. Now that you have the money, you decide to do so. Where do you think the best vacant store location would be? Why?
5. Where would you place a movie theater in this community?
6. Can you suggest good locations for the fire and police departments? Give reasons for your answers.
7. Would an ice cream store do better in vacant store 5, 6, or 7? Why?
8. Which vacant stores and vacant lots would be the most expensive to rent or buy? Explain your answers.

LOCATING A BUSINESS (Continued)



LOCATING A BUSINESS -- ANSWERS FOR THE TEACHER

1. Yes, there are no other liquor stores.
2. No, because the tavern would be too close to the church.
3. Yes, the gasoline station could be effective at any of the three locations. At vacant lot 2, it would be in the heart of the business sector. In vacant lot 1, it would be the only station on Main Street and next to the Post Office. In vacant lot 4, it would be opposite its competition and that would make this location the least favorable. However, it must be remembered that this is a corner location and less accessible to heavy traffic than locations two and three.
4. The best location for a women's dress shop would be vacant store 5 or 7. Vacant store 3 is ruled out due to the heavy competition from the surrounding shops.
5. Any of the vacant lots would be fine for a movie theater. Lot 2 is right in the center of town. Lot 1 is next to the Post Office, and vacant lot 4 has a corner location.
6. Vacant lot 2 is the ideal location for the Police Department. It is in the center of town and opposite the bank. The Fire Department would be best served by vacant lot 4. This lot is on a corner and would allow the Fire Department the quick getaway that they need in emergencies.
7. An ice cream parlor would do best in vacant store 7. More people would pass this location as it is on the main thoroughfare.
8. Vacant stores 2 and 3 would be the most expensive because they are centrally situated. Vacant lot 2 would probably be the most expensive, again due to its central location.

MECCA ACTIVITY PLAN

TITLE: TRAVEL AND BUDGETING (MS28) SUGGESTED GRADE LEVEL: 7-9

INFUSION: MATHEMATICS

LEVEL: EXPLORATION

GOAL 4: WORK HABITS AND ATTITUDES

Obj. 4.3 Understands the nature of work by (4.3E) respecting the work of people in all kinds of employment.

Materials:

Travel brochures/magazines for each student

Maps

Paper and pencil

Chalkboard and chalk

Activities:

Teacher Comments:

1. Ask students to choose an imaginary auto trip that would be about two weeks in duration. They should write out an itinerary for the trip, an estimate of mileage, a budget which includes gasoline, food, motel, souvenirs, etc.

2. Discuss with students the realistic estimate of their expenses.

3. Ask students to list the number of workers and their jobs that they would encounter on the trip. What do these people contribute to a successful trip?

Evaluation:

1. Student understanding and respect for the work accomplished by people in all kinds of employment.

MECCA ACTIVITY PLAN

TITLE: SCALE DRAWING RESEARCH (MS21) SUGGESTED GRADE LEVEL: 7-9

INFUSION: MATHEMATICS

LEVEL: EXPLORATION

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS

Obj. 5.6 Uses computational skills effectively by (5.6D) mastering skills appropriate to grade level.

GOAL 6: CAREER IMPLICATIONS OF SUBJECT MATTER

Obj. 6.2 Relates specific school experiences to job requirements by (6.2C) understanding career implications of specific subject matter and (6.2D) exploring careers in terms of educational requirements.

Materials:

Graph paper - 1/2 inch - for each student

Pencils and paper

Dictionary of Occupational Titles or other career resource

Activities:

Teacher Comments:

1. Ask students to define scale drawing (The shape is the same the size is different, but related to the original size by ratio.)
2. Ask students to list those occupations which require people to work with drawing to scale. Beside the list of occupations, ask students to list specific ways these individuals might use scale drawings (Cartographer - map making, chart making etc).
3. Give students graph paper and ask them to draw a scale map of the school or classroom.
4. Ask students to research and report on a particular occupation requiring use of scale drawing. Ask them to include the educational preparation needed for the occupation.
5. Allow students an opportunity to share their research reports.

Evaluation:

1. Student reports indicating knowledge of educational requirements for occupations involved in scale drawing.
2. Student lists of occupations and their relation to subject matter.

MECCA ACTIVITY PLAN

TITLE: PERSONAL FACTORS (LA158) SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANGUAGE ARTS

LEVEL: PREPARATION

GOAL 1: SELF AWARENESS

Obj. 1.1 Is aware of personal characteristics including strengths and limitations by (1.1E) considering careers in terms of strengths and limitations.

GOAL 4: WORK HABITS AND ATTITUDES

Obj. 4.7 Understands and respects worker roles, including the role of supervisors by (4.7J) exploring work in terms of interpersonal skills required.

Materials:

Activity Sheet A - Personal Factors List

Activity Sheet B - Work Habits List

Pencils and paper

Activities:

Teacher Comments:

1. Ask students to list jobs they think they'd like to do when they enter the world of work. List these on the board and add information about their requirements. Note which jobs are supervisory. If you do not list supervisory jobs, ask students to tell what kind of a person would be the supervisor or administrator of the type of job they are listing.

2. Give students Activity Sheet A and B. Ask them to mark whether the factors usually, sometimes, or seldom apply to them.

3. Ask students to write a paragraph relating one or more of the personality factors they listed as usually applying to them to a specific career. They should also include whether they would expect the same factors in a supervisor for that position--or would they expect more of a supervisor.

4. Discuss student paragraphs.

Evaluation:

1. Student marking of Activity Sheets indicating understanding of strengths and limitations in relation to occupations.
2. Student writing and discussion about personality and work habits for workers and supervisors.

=====

Work Habits List
(Please check)

	Seldom	Some times	Usually
1. Accurate_____			
2. Neat_____			
3. Not a quitter_____			
4. Orderly_____			
5. Cooperative_____			
6. Keeps busy_____			
7. Gets along well with others_____			
8. Accepts criticism_____			
9. Cares for equipment_____			
10. Uses equipment properly_____			
11. Uses time well_____			
12. Follows orders and instructions_____			
13. Acts promptly_____			
14. Uses efficient working methods_____			
15. Takes health and safety precautions_____			

Personality Factors List
(Please check)

	Seldom	Some times	Usually
1. Friendly_____			
2. Cheerful_____			
3. Pleasant_____			
4. Reliable_____			
5. Thorough_____			
6. Neat_____			

Personality Factors List (continued)

(Please check)	Seldom	Some times	Usually
7. Appropriately dressed_____			
8. Confident_____			
9. Helpful_____			
10. Sympathetic_____			
11. Ambitious_____			
12. Self-reliant_____			
13. Trustworthy_____			
14. Honest_____			
15. Courteous_____			
16. Loyal_____			
17. Self-controlled_____			
18. Cooperative_____			
19. Punctual_____			
20. Tactful_____			
21. Alert_____			
22. Persistent_____			
23. Sincere_____			
24. Modest_____			
25. Patient_____			

MECCA ACTIVITY PLAN

TITLE: INTEREST RATES (MS47)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: MATHEMATICS

LEVEL: PREPARATION

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS

Obj. 5.5 Uses computational skills effectively as a result of (5.5C) mastering computational skills appropriate for grade level and interests.

Materials:

Paper and pencils

Activities:

Teachers Comments:

1. Introduce this activity by talking about the reasons people will buy articles on credit.
2. List the various types of credit available--retail credit, mortgages, bank loans, credit union loans, auto.
3. Ask students to write each type of credit on a list along the left side of a paper. Add next to each type the kinds of credit purchases appropriate for that kind of credit. (i.e. retail installments-furniture; mortgages-homes)
4. Discuss why banks loan money and the various interest rates charged by different institutions.
5. Demonstrate the computation of simple interest. (Ex. Interest = Principle X Rate X Time. \$50.00 X 5% X 2 years.)
6. Students practice computing simple interest rates from a list of teacher-prepared amounts borrowed. (Ex. \$150.; \$25,000; \$3,500; \$8,000. at 5%, 8%, 9.5%, 11%, 14%; for 2, 3, 4, 5 years.)

Evaluation:

1. Student accurate computation of interest rates.

MECCA ACTIVITY PLAN

TITLE: TRAIT CHECKLIST (LA118) SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANGUAGE ARTS (HEALTH) LEVEL: EXPLORATION

GOAL 1: SELF AWARENESS

Obj. 1.1 Is aware of personal characteristics including strengths and limitations by (1.1F) formulating plans for increasing or using strengths and minimizing or compensating for limitations.
 Obj. 1.6 Understands the effects of maturation on self by (1.6E) assuming responsibility for personal development.

Materials:

Activity Sheet A, B Traits checklist; Activity Sheet C - Contract
 Pencils

Activities:

Teacher Comments:

1. Discuss with students the need to assume responsibility for our own actions. Define these actions as broader than behavioral actions; include in the definition the need to make decisions for oneself which may or may not result in overt action.
2. Explain the Trait Checklist as an opportunity for students to make decisions about the way they respond to certain situations.
3. Give students Activity Sheet A and sufficient time to complete marking the checklist.
4. Ask students to look for patterns in the traits they marked. (Some guidance may be required to help students identify and "label" traits.) Students then can decide which of these patterns they like/do not like.
5. Ask students to decide which of the traits they would like to change. Provide Activity Sheet B as an example of a goal statement.

Evaluation:

1. Student thoughtful completion of Trait Checklist and Goal Statement indicating ability to assume responsibility for increasing strengths and minimizing limitations.

Trait Checklist

Directions: Read the following list. Use a checkmark to show the extent to which you believe the trait fits the way you see yourself. Remember, traits are more than the way you behave; they are the personal makeup that result in some kind of action (behavior). The American Heritage Dictionary says traits are distinguishing features of character.

Us- ually	Some- times	Never	Don't Know
--------------	----------------	-------	---------------

1. I like myself. _____
2. I am afraid or hurt by others. _____
3. People can trust me. _____
4. I put up a good front. _____
5. I usually say the right thing. _____
6. I am fearful of the future. _____
7. I am dependent on others
for ideas. _____
8. I often do the wrong thing. _____
9. I am competent on the job. _____
10. People like to be around
me. _____
11. I waste time. _____
12. I have trouble controlling
myself. _____
13. I use my talents. _____
14. I think for myself. _____
15. I know my feelings. _____
16. I don't understand myself. _____

Trait Checklist:

- | | Us-
ually | Some-
times | Never | Don't
Know |
|---|--------------|----------------|-------|---------------|
| 17. I feel hemmed in. | _____ | _____ | _____ | _____ |
| 18. I don't complete jobs. | _____ | _____ | _____ | _____ |
| 19. I trust myself. | _____ | _____ | _____ | _____ |
| 20. I enjoy work. | _____ | _____ | _____ | _____ |
| 21. I enjoy nature. | _____ | _____ | _____ | _____ |
| 22. I enjoy life. | _____ | _____ | _____ | _____ |
| 23. I enjoy being with people. | _____ | _____ | _____ | _____ |
| 24. I am discouraged about life. | _____ | _____ | _____ | _____ |
| 25. I have not developed my talents. | _____ | _____ | _____ | _____ |
| 26. I am disinterested in community problems. | _____ | _____ | _____ | _____ |
| 27. I am usually on time. | _____ | _____ | _____ | _____ |
| 28. I say what I mean. | _____ | _____ | _____ | _____ |
| 29. I am helpful to others. | _____ | _____ | _____ | _____ |
| 30. I deliberately hurt others feelings. | _____ | _____ | _____ | _____ |

Now, look at your answers. Do they follow a pattern? Which of them might be part of some of the following "personality factors"?

Friendly, cheerful, pleasant, reliable, thorough, neat, confident, helpful, sympathetic,, ambitious, self-reliant, trustworthy, honest, courteous, loyal, self-controlled, cooperative, punctual, tactful, alert, persistent, sincere, modest, patient.

=====

Contract

Directions: Complete the following "goal statement".

Date: _____

In _____ area, I would like to
develop _____

To do this I will begin today to _____

I will try to show improvement by _____

(signed) _____

MECCA ACTIVITY PLAN

TITLE: CHECKING ACCOUNTS AND
RECORD KEEPING (MS48)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: MATHEMATICS

LEVEL: PREPARATION

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS

Obj. 5.5 Uses computational skills effectively by (5.5C) mastering computational skills appropriate for grade level and interests.

GOAL 7: SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING

Obj. 7.2 Evidences economic understanding by (7.2D) applying economic principles to personal resource management.

Materials:

Activity Sheet A - Bank Deposits and Checks

Activity Sheet B - Blank Check

Pencils

Activities:

Teacher Comments:

1. Introduce this activity with definitions of:

- a. Checking accounts.
- b. Savings accounts.
- c. Differences between deposit and withdrawal on the bank balance sheet.

2. Ask students to complete Activity Sheet A stressing neatness and accuracy.

3. Ask students to "write" three checks using Activity Sheet B and examples given by the teacher.

4. Check papers for accuracy.

Evaluation:

1. Student neatness and accuracy in completing balance sheet and writing checks.

2. Student understanding of economic principles as applied to the banking industry.

To avoid overdrawing a bank checking account, one must keep a record of all deposits made and all checks issued. This is done on the stubs of the checkbook.

When a deposit is made, the amount is entered on the stub and added to the previous balance; likewise, when a check is written, the amount is written on the stub and subtracted from the previ-

ous balance. The last balance is the amount still on deposit.

In this exercise, the stubs have been abbreviated; the date, the name of the person to whom the check was issued, and the purpose of payment have been omitted. As one error will make the balances thereafter incorrect, strive for absolute accuracy. Be sure to subtract each check from the previous balance and to add each deposit.

BASIC TIME: 4 MINUTES (Estimated time to obtain a basic score of 100)

Fill in the balances: (8 each)

Deposit	7,500	00
Check #1	387	40
Balance		
Check #2	45	37
Balance		
Check #3	125	75
Balance		
Deposit	275	43
Balance		
Check #4	18	70
Balance		
Check #5	12	50
Balance		
Check #6	3	48
Balance		
Deposit	134	29
Balance		
Check #7	217	65
Balance		
Check #8	91	34
Balance		
Check #9	13	60
Balance		
Deposit	418	50
Balance		
Check #10	137	50
Balance forward		

Balance forward		
Check #11	51	35
Balance		
Check #12	33	87
Balance		
Deposit	218	75
Balance		
Check #13	10	15
Balance		
Check #14	72	83
Balance		
Check #15	27	92
Balance		
Check #16	84	27
Balance		
Deposit	135	20
Balance		
Check #17	72	60
Balance		
Check #18	49	38
Balance		
Check #19	138	96
Balance		
Deposit	187	50
Balance		

No. _____ \$ _____ Date _____ 19____ To _____ For _____ <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="width: 10%;">DOLLARS</th> <th style="width: 10%;">CENTS</th> </tr> </thead> <tbody> <tr><td>Bal. Br't For'd</td><td></td><td></td></tr> <tr><td>Amt. Deposited</td><td></td><td></td></tr> <tr><td>Amt. Deposited</td><td></td><td></td></tr> <tr><td>TOTAL</td><td></td><td></td></tr> <tr><td>Amt. this Check</td><td></td><td></td></tr> <tr><td>Bal. Cr'd For'd</td><td></td><td></td></tr> </tbody> </table>		DOLLARS	CENTS	Bal. Br't For'd			Amt. Deposited			Amt. Deposited			TOTAL			Amt. this Check			Bal. Cr'd For'd			Friendly Neighborhood Bank Square Corners, N.J. No. _____ _____ 19____ 11-19 1210 Pay to the order of _____ \$ _____ _____ Dollars Practice check Memo _____ 1: 2 10 00 19: 0 108 3
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MECCA ACTIVITY PLAN

TITLE: CAREERS USING MATH
(MS30/LA320)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: MATH/LANGUAGE ARTS

LEVEL: EXPLORATION

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS

Obj. 5.6 relates computational skills to careers by (5.6C)
identifying computational skills needed on a variety of career
clusters and levels.

Materials:

Activity Sheet A - Careers Utilizing Math

Activity Sheet A (Answer Sheet)

Pencils

Activities:

Teacher Comments:

1. Brainstorm with the class
as many careers as they can identify
which have need for mathematic skills.
2. Distribute Activity Sheet A for
completion (in or out of class).
3. Discuss the ways in which math
is used in each of the careers.

Evaluation:

1. Student participation in brainstorming session.
2. Student discussion indicating understanding of how math
skills are related to the occupations listed on Activity Sheet A.

The following puzzle contains 39 career fields that require a knowledge of mathematics. Circle as many as you can find.

```

I N D U S T R I A L D E S I G N M P S I
A B C D E F P P O S T O F F I C E L A J
K M N N O M O O S P Q R S T U V C A L W
B I L L C O L L E C T I N G H C H S E U
O U X Y Z L I I L G Q D E F A A A T S N
A H Y R B D T C L B U Y I N G O N E C D
T O H I P I I E I C E H B F S R I R L E
B F H O N N C C H R A V E L G U C I E R
U I D E A G S B G U I D A N C E S N R T
I N S U R A N C E P R I N T I N G G K A
L A N D S C A P I N G C D E F G H J I K
D K M N O L H P H O T O G R A P H Y N I
I N T E R I O R D E C O R A T I O N G N
N P E P E Q M A I R O S T W E L D I N G
G H L U A V E D E W N X Z Y A A N D E R
P A E P L A E I S U D L A S C M C H T H
L R G S E R C O E H U G C O H F S C A E
U M R T S R O T T E C E P A I N T I N G
M A A S T Q N E T A T I J Q N D O N E L
B C P P A S O C I G I F O R G I N G A V
I Y H E T R M H N F N C X S A F B H R I
N G Y A E B Y N G R G E O L O G Y S O N
G S P O R T S O C I A L W O R K P T S E
J E W E L R Y L A W A T C H M A K I N G
A M I S T T O O L A N D O I E R E C O N
A S T C L E R G Y S T E N O G R A P H Y

```

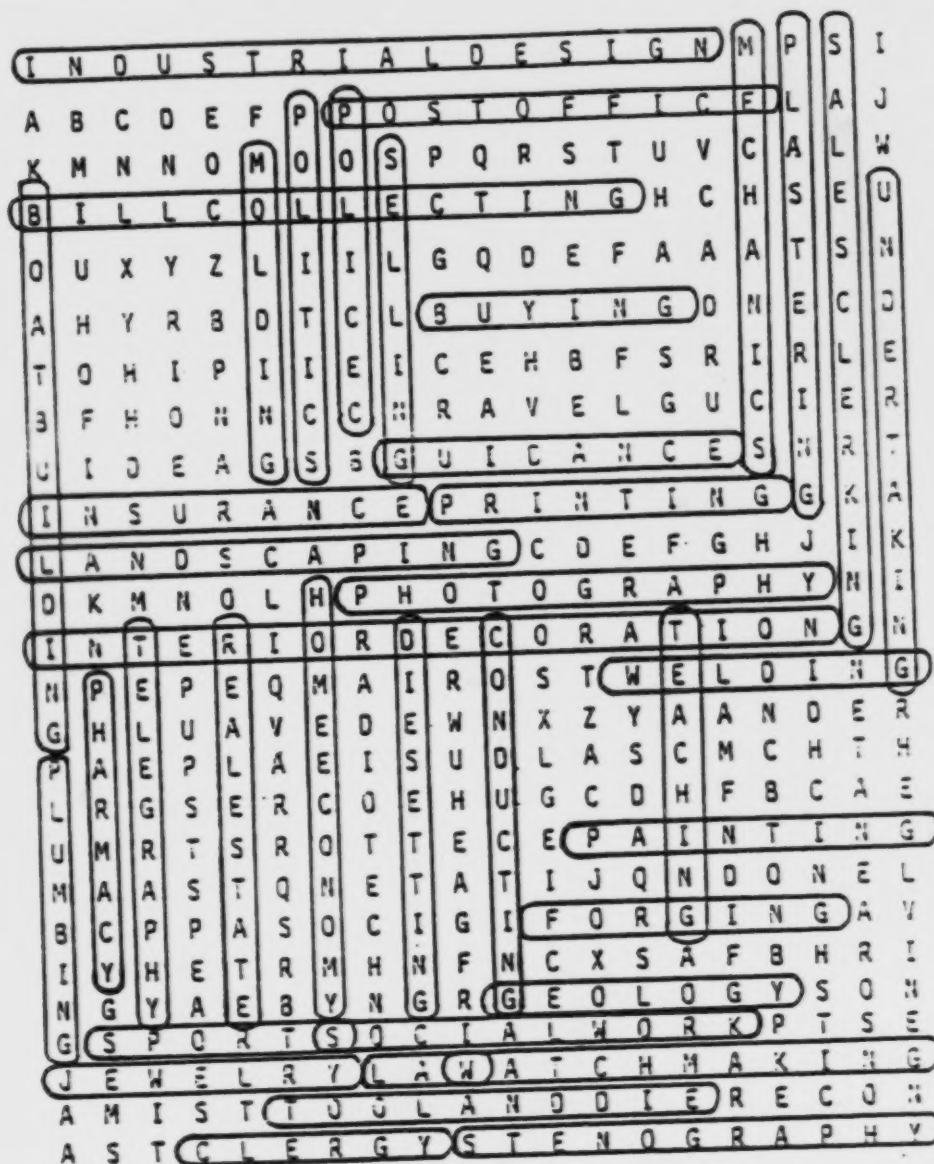
Boatbuilding
Buying
Bill Collecting
Clergy
Conducting
Die Setting
Forging
Geology
Guidance
Home Economy
Industrial Design
Insurance
Interior Decoration

Jewelry
Landscaping
Law
Mechanics
Molding
Painting
Pharmacy
Photography
Plastering
Plumbing
Police
Politics
Post Office

Printing
Real Estate
Salesclerking
Selling
Social Work
Sports
Stenography
Teaching
Telegraph
Tool and Die
Undertaking
Watchmaking
Welding

CAREERS UTILIZING MATH (KEY)

The following puzzle contains 39 career fields that require a knowledge of mathematics. Circle as many as you can find.



Boatbuilding
Buying
Bill Collecting
Clergy
Conducting
Die Setting
Forging
Geology
Guidance
Home Economy
Industrial Design
Insurance
Interior Decoration

Jewelry
Landscaping
Law
Mechanics
Molding
Painting
Pharmacy
Photography
Plastering
Plumbing
Police
Politics
Post Office

Printing
Real Estate
Salesclerking
Selling
Social Work
Sports
Stenography
Teaching
Telegraph
Tool and Die
Undertaking
Watchmaking
Welding

MECCA ACTIVITY PLAN

TITLE: JOB CLUSTER SYMBOLS MATCH
(LA43)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANGUAGE ARTS

LEVEL: EXPLORATION

GOAL 8: CAREER INFORMATION

Obj. 8.2 Knows how to locate and use appropriate career information by (8.2E) exploring careers by clusters and levels.

Materials:

Career education resource, such as, Occupational Outlook Handbook

Activity Sheet A,B Symbols of job clusters

Activity Sheet C Job Clusters

Activity Sheet D Job Cluster key (teacher copy)

Pencils/color pencils

Activities:

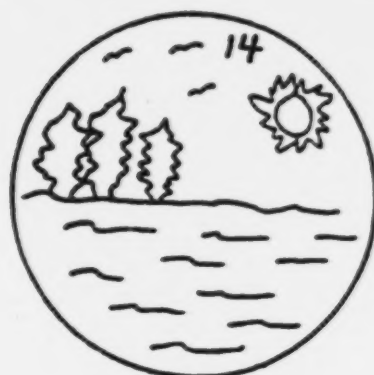
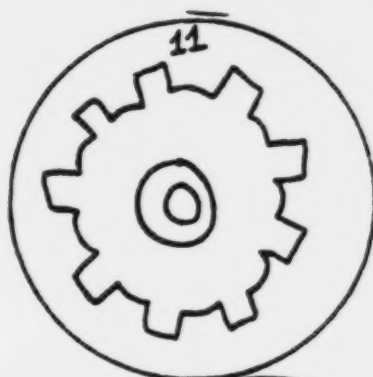
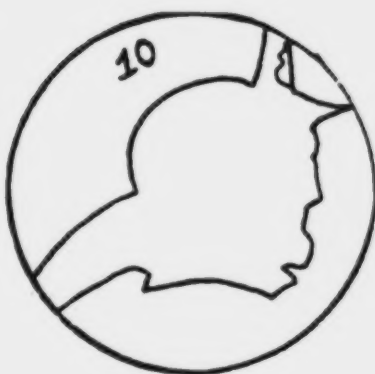
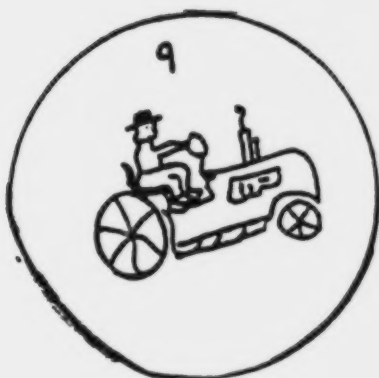
Teacher Comments:

1. Discuss how graphic arts are to depict various businesses, organizations, etc. (Logos)
2. Give students Activity Sheet A and B. Ask students to match the clusters to the symbols.
3. Check sheets for accuracy.
4. Ask students to choose one cluster in which they may be interested for future employment; use career education resources to look up entry level positions, chances for advancement, supervisory positions, etc. (Level of employment)
5. Ask students to design their own symbol or logo for their chosen cluster and to list the various levels of employment under the symbol.
6. Students share the results of their creative and research efforts.

Evaluation:

1. Student use of career education resources appropriately.
2. Discussion and product indicating student exploration of career by clusters and levels.





JOB CLUSTERS

Match the following job clusters to the symbols of job clusters using all fifteen only once.

<u>JOB CLUSTERS</u>	<u>SYMBOL #</u>
A. Environment	_____
B. Hospitality and Recreation	_____
C. Public Service	_____
D. Marketing and Distribution	_____
E. Transportation	_____
F. Communication - Media	_____
G. Agri-business - Natural Resources	_____
H. Personal Services	_____
I. Marine Science	_____
J. Health	_____
K. Construction	_____
L. Consumer-Homemaking Education	_____
M. Business and Office	_____
N. Manufacturing	_____
O. Fine Arts - Humanities	_____

JOB CLUSTERS (KEY)

Match the following job clusters to the symbols of job clusters using all fifteen only once.

<u>JOB CLUSTERS</u>	<u>SYMBOL #</u>
A. Environment	<u>14</u>
B. Hospitality and Recreation	<u>6</u>
C. Public Service	<u>10</u>
D. Marketing and Distribution	<u>15</u>
E. Transportation	<u>3</u>
F. Communication - Media	<u>1</u>
G. Agri-business - Natural Resources	<u>9</u>
H. Personal Services	<u>7</u>
I. Marine Science	<u>2</u>
J. Health	<u>5</u>
K. Construction	<u>12</u>
L. Consumer-Homemaking Education	<u>8</u>
M. Business and Office	<u>13</u>
N. Manufacturing	<u>11</u>
O. Fine Arts - Humanities	<u>4</u>

MECCA ACTIVITY PLAN

TITLE: CAREER OPTIONS (LA63)

SUGGESTED GRADE LEVEL: 7-9

INFUSION: LANGUAGE ARTS

LEVEL: AWARENESS

GOAL 1: SELF AWARENESS

Obj. 1.5 Relates personal needs, values and interests to behavior, decisions and careers by (1.5G) exploring careers in terms of interests and abilities.

Materials:

Activity Sheet A - Career Options

Pencils

Chalkboard and chalk

Activities:

Teacher Comments:

1. Generate from students a word bank of job titles. Write these on the chalkboard.

2. Give students Activity Sheet A - Career Options. Ask them to use appropriate job titles in each blank.

3. With students, discuss the appropriateness of their answers. Does acceptance of these statements indicate anything about student interests and abilities to do the jobs selected? Ask individual students to analyze their own answers and find the one that most reflects their view of themselves.

4. Ask students to write the statement they chose on a sheet of paper and expand it, giving the reasons they chose that statement as indicating their view of themselves.

Evaluation:

1. Student statement showing the connection between their interests, abilities and careers.

Complete the following about yourself, trying to use as many job titles that would fit the sentence:

1. I would like to be a _____.
2. If I could sing well I would like to be a _____.
3. My parents want me to be a _____.
4. A _____ must know how to type.
5. If I were a _____ I would be wealthy.
6. A _____ must work long hours.
7. I would like to work in a _____.
8. A _____ must like animals.
9. I would be scared to be a _____.
10. A _____ has to study for many years.
11. If I like to work with children, I can be a _____.
12. People would respect me if I were an outstanding _____.
13. I would be proud to be a _____.
14. I would like to be a _____, because my friend is.
15. A _____ must wear a hard hat.
16. We need a _____ in our community.
17. To be a _____ would be a secure job.
18. I (do, do not) work hard to get a good grade.
19. A _____ is a hero.
20. I would like to be a _____ and travel to foreign countries.
21. I would enjoy being a _____.
22. I like to help other people so I might be a _____.
23. It would be fun to be a _____.
24. I would like to be a famous _____.
25. My parents would not let me be a _____.

MECCA ACTIVITY PLAN

TITLE: CONCERNED PHOTOGRAPHER (SS92) SUGGESTED GRADE LEVEL: 7-9

INFUSION: SOCIAL STUDIES

LEVEL: EXPLORATION

GOAL 10: LEISURE PREFERENCES AND PERSONAL RESPONSIBILITY

Obj. 10.5 Coordinates citizenship role with lifestyle and career by (10.5F) describing the responsibilities of citizens in a democratic society.

Materials:

Activity Sheet A - Concerned Photographers

Paper and pencils

Newspapers and periodicals

Activities:

Teacher Comments:

1. Define "concerned photographer" and discuss how someone portraying life can be concerned about its quality. Discuss citizenship responsibilities.
2. Ask students to locate "concerned" and "non-concerned" photos in newspapers or periodicals.
 - a. Discuss the aim or point of view of the photographer.
 - b. Ask students to write a paragraph (attaching a photo) on how a "concerned photo communicates."
3. Give students Activity Sheet A. Ask them to read the narrative aloud and answer the questions within them.
4. Ask students to complete the assignment of the Activity Sheet.
5. Discuss student responses to citizenship responsibilities.

Evaluation:

1. Participation in discussion indicating understanding of lifestyle and citizenship role in careers.

=====

Concerned Photographers

1. W. EUGENE SMITH, tells in photos the story of what mercury poisoning did to a group of Japanese fishing villagers. Pictures he did include: "War in the Pacific", "Dr. Albert Schweitzer", "Midwife Maude Callen", and "Spanish Village". Smith was a newspaper photographer and later worked for LIFE magazine. He says,

"My camera, my intentions, stopped no man from falling, nor did they aid him after he fell. It could be said that photographers be damned for they bound no wounds. Yet, I reasoned, if my photographs could cause compassionate horror within the viewer, they might also prod the conscience of that viewer into taking action."

1. BRUCE DAVIDSON, photographs Harlem, has a degree in photography from Rochester Institute of Technology, and has worked on two documentary films. Picture include: "Brooklyn Gang", "The Dwarf", "Civil Rights", "Los Angeles". He says,

"The question is, what do pictures really do? And I don't know if pictures really do anything, really. All I know is that my photographs changed me and that's important...Of course, there were some people who were angry at me (for the pictures). They think that I didn't show the good things. But those people want to show propaganda. They would like to pass Los Angeles off as a suburb, and it's not."

3. DON McCULLIN, A photographer from London, England who took pictures of "English Landscapes", "War in Viet Nam", "Cyprus", "Starvation in Biafra", and "Cambodian Invasion". His book, The Destruction Business, was published in 1971. He says,

"It's very easy to make great pictures (of Biafra, war, etc.) of this kind of situation, but who needs great pictures when somebody's dying and he's only five years old? Who needs great pictures? We don't need great pictures. We need somebody very quick to understand that we as human beings are not permitted to allow this."

ASSIGNMENT:

1. Write a first paragraph about what you think each man means by his statements.
2. In a second paragraph discuss the concerns of each photographer and compare "concerned" versus "unconcerned" photography.
3. In a third paragraph, discuss the responsibilities of citizens regarding their role in viewing the pictures.

MECCA ACTIVITY PLAN

TITLE: THE MUSIC BUDGET (MS59) SUGGESTED GRADE LEVEL: 7-10

INFUSION: MATHEMATICS

LEVEL: EXPLORATION/PREPARATION

GOAL 7: SOCIO-TECHNOLOGICAL-ECONOMIC -POLITICAL UNDERSTANDING

Obj. 7.2 Evidences economic understanding by (7.2D) applying economic principles to personal resource management.

GOAL 10: LEISURE PREFERENCES AND PERSONAL RESPONSIBILITIES

Obj. 10.6 Participates as a responsible member of the family.

Materials:

Occupational Outlook Handbook

Paper and pencils

Catalogs from music companies or department stores selling musical instruments, etc.

Activities:

Teacher Comments:

1. Give students the catalogs for music related equipment--radios, record players, stereos, VCR's, instruments, etc.

2. Ask students to select those items they like and add up prices including tax at 6%.

3. Ask each student to select a job from the Occupational Outlook Handbook or other resource. Find the amount of salary or wage paid weekly for that job.

4. Compare the weekly salary to the amount the student wished to buy.

5. Ask students to develop a weekly budget which includes weekly payment for musical choice and other needs.

6. Discuss family responsibilities in relation to the amount of money needed for personal wants. Is such a purchase justified? Why?

Evaluation:

1. Student evidence of economic understanding.

2. Student discussion indicating consideration of family responsibilities.

MECCA ACTIVITY PLAN

TITLE: REACHING A GOAL (LA125)

SUGGESTED GRADE LEVEL: 7-12

INFUSION: LANGUAGE ARTS

LEVEL: PREPARATION

GOAL 2: INTERPERSONAL SKILLS

Obj. 2.5 Affirms the need for positive interpersonal relationships by (2.5E) Recognizing that society and business depend on contributions of all workers; (2.5I) discusses ways people having different strengths and limitations can complement each other.

Materials:

Paper and Pencils

Activity Sheets A-F - Time Capsule; Job Openings; Fall Out

Shelter; NASA

Activity Sheet G - Key

Activities:

Teacher Comments:

Note: Issues considered in these exercises are: 1) using team work to reach a common goal; 2) products which are necessary for survival; 3) jobs or individual capabilities necessary for survival.

1

1. Discuss decisions to be made in specific crisis situations using those Activity Sheets most appropriate for your group. Impress on students the need for group action and consensus seeking in group decision making.

2. End discussion stressing the importance and intrrelatedness of certain jobs and how all are necessary for survival. Relate this concept to the world of work and the jobs important to our economy and those necessary for personal needs.

3. Ask students to compose the following as a statement. "Our economy needs certain jobs because...", followed by a paragraph explaining why those jobs were selected.

Evaluation:

1. Student participation in discussion and written paragraph indicating recognition that all jobs contribute to society and that people having differing strengths complement each other in the workplace.

=====

Time Capsule

This exercise was designed to build rapport in small groups and to help student discover values held to be important by others in their group.

Procedure.

Divide students into groups of 5-8. Explain that each group is to decide what it would be like to put in a time capsule that, when opened in 2,000 years, would let people know what our present society is like.

Each group first brainstorms for five minutes a list of all the possible things they might put in the time capsule. Remind them that there should be no evaluation or discussion of items during brainstorming.

When the groups finish brainstorming their lists, they select, as a group, ten items from the list which they wish to place in the time capsule. These should be items on which everyone in the group can agree.

When the groups have selected their ten items, have students form new groups of 5-8 members and share their lists. They can then look for similarities and differences in the different groups' lists, and discuss some of their reasons for including various items.

Job Openings

Directions: You are in a position of placing people who have applied for jobs. You have nine applications for one opening. All the people who applied need the job. You must decide.

1. An ex-convict trying to go straight. He has been out of prison for over a year and has stayed out of trouble. He has held several jobs during this time, but was fired each time when his bosses found out he spent time in prison. He is becoming frustraed, discouraged, and angry.

2. a 24-year-old war veteran who was awarded several medals for bravery. He has a low-paying part-time job now, but is highly qualified for this job.

3. A woman whose husband recently died. She has four young children to support. She will be getting \$200. a month from insurance, but this is not enough to live on.

4. A 60-year-old man who needs this as a second job. His wife has ben in the hospital for several months. To continue her treatments, which are expected to continue for several more months, he needs this job.

5. A former dope addict who has kept away from drugs for eleven months. He is a very serious young man who is determined to do well. He has had trouble finding jobs because of his former addiction, and his psychologist and priest say there is a strong possibility he will return to drugs if he is not employed now.

6. A highly intelligent young man who lives in a slum. He needs the job to continue his college education and to help support his brothers and sisters. He wants to become a doctor and help the poor in his neighborhood.

7. A young woman who left her parent's home to try to make it on her own. She has a strong interest in this type of work, and is the best qualified of all applicants.

8. A recent immigrant to this country who is the father of four. His knowledge of English is poor, and this will probably slow him down on the job at first. But he is a clever and confident person who learns quickly.

9. A physically handicapped person who is looking for a chance to prove himself. He possesses a great deal of determination and courage. His handicap will hurt his performance on the job somewhat.

After your group has made its selections and has argued the reasons why they chose as they did, there are a number of basic questions that should be answered:

1. Did you listen to the opinions of others in your group?
2. Were you inclined to change your mind because of group pressures? Or, if you did change your mind, was it because of logical and persuasive reasons?
3. Did your single mindedness prevent your group from reaching a decision in time? Did someone else?
4. After your group arrived at a decision different from your personal decision, did you still feel alright?

=====

The Fall Out Shelter

Your group is a member of a department in Washington, DC that is in charge of experimental stations in the far outposts of civilization. Suddenly the third world war breaks out and bombs begin dropping. Places all over the world are being destroyed. People are heading for whatever fall-out shelters are available. You receive a desperate call from one of your experimental stations asking for help.

It seems that there are ten people but there is only enough space, air food, and water in the fall-out shelter for six people for a period of three months--which is as long as they estimate they can safely stay in the shelter. They realize that if they have to decide among themselves which six should go to the shelter, they are likely to become irrational and begin fighting. so they have decided to call your department, their superiors, and will abide by your decision.

Because each of you has to quickly get ready to go to the shelters, all you have time for is to receive a superficial description of the ten people. You have half an hour to make your decision.

Procedure:

As a group you have one-half hour to decide which four of the ten think about two important considerations. It is possible that the six people you choose to stay in the shelter might be the only six people left to start the human race again. This choice is important. Do not allow yourself to be swayed by irrelevant pressures from others in your group. Try to make the best choices possible. On the other hand, if you do not make a choice in the one-half hour, then you are, in fact, choosing to let the ten people fight it out among themselves. The, more than four people might perish. You have exactly one half-hour--Here is all that you know about the ten people.

- a. Bookkeeper, 31 years of age.
- b. Bookkeeper's wife, 6 mo. pregnant.
- c. Socialist, second year medical student.
- d. Famous historian-author, 42 years old
- e. Hollywood starlet, singer, dancer.
- f. Biochemist.
- g. Catholic Priest, 50 years old.
- h. Olympic athlete, all sports.
- i. College co-ed.
- j. Policeman with a gun (they cannot be separated).

NASA - Decision by Consensus

by Jay Hall, The University of Texas

Instructions: This is an exercise in group decision making. Your group is to employ the method of GROUP CONSENSUS in reaching its decision. This means that the prediction for each of the 15 survival items MUST be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus.

1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic.
2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.
3. Avoid "conflict-reducing" techniques such as majority vote, over again or trading in reaching decisions.
4. View differences of opinion as helpful rather than as a hindrance indecision making.

On the Group Summary Sheet place the individual rankings made earlier by each group members. Take as much time as you need in reaching your group decision.

Should the available time period elapse, make a note of where you are in your discussion and plan to resume the next class session. If this occurs, agree to not discuss this problem with others until the next class meeting.

NASA Task

by Jay Hall, The University of Texas

Name: _____ Group: _____

Instructions: You are a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the meeting point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip.

Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance in allowing your crew to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

List of items:

- ___ Box of matches
- ___ Food concentrate
- ___ Parachute silk
- ___ Portable heating unit
- ___ Two .45 calibre pistols
- ___ One case dehydrated Pet Milk
- ___ Two 100 lb. tanks of oxygen
- ___ Stellar map (of the moon's constellation)
- ___ Life raft
- ___ Magnetic compass
- ___ Five gallons of water
- ___ Signal flares
- ___ First aid kit containing injection needles
- ___ Solar-powered FM receiver-transmitter

Key - NASA Task

Instructions: Rank order of the items left intact and undamaged after landing your space ship is in the order of importance for helping your crew reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important and so on through number 15, the least important.

Little or no use on moon	<u>15</u> Box of matches
Supply daily food required	<u>4</u> Food concentrate
Useful in tying injured together, helping climbing	<u>6</u> 50 feet of nylon rope
Useful only if party landed on dark side of moon	<u>13</u> Portable heating unit
Self-propulsion devices could be made from them	<u>11</u> Two .45 Cal. pistols.
Food, mixed with water for drinking	<u>12</u> Case dehydrated milk
Fills respiration required	<u>1</u> Two 100 lb. tanks oxygen
One of principal means of finding directions	<u>3</u> Stellar map
Floatation bottles for self-propulsion across chasms, etc.	<u>9</u> Life raft
Probably no magnetized poles; thus, useless	<u>14</u> Magnetic compass
Replenishes loss by sweating, etc.	<u>2</u> Five gallons water
Distress call when line of sight possible	<u>10</u> Signal flares
Oral pills or injection, medicine valuable	<u>7</u> First aid kit
Distress signal transmitter possible communication with mother ship	<u>5</u> Solar-powered FM receiver

MECCA ACTIVITY PLAN

TITLE: I USUALLY FEEL...(SS25/LA58) SUGGESTED GRADE LEVEL: 7-12

INFUSION: SOCIAL ST./LANG. ARTS LEVEL: EXPLORATION

GOAL 1: SELF AWARENESS

Obj. 1.5 Relates personal needs, values, and interests and occupational choice.

GOAL 10: LEISURE PREFERENCES AND RESPONSIBILITY

Obj. 10.1 Identifies personal leisure preferences through (10.1C) relating values and interests to use of leisure time.

Obj. 10.4 Relates the role of leisure to careers through (10.4H) describing how leisure preferences complement or support occupational choice.

Materials:

Activity Sheet A - I usually Feel...

Pencils

Activities:

Teacher Comments:

1. Give Activity Sheet A to the class and allow time for completion.
2. Discuss the variables that determine how and when to react to situations (don't feel well, are sad, extremely happy).
3. Discuss how the situations can affect us on the job and in our leisure time:
 - a. What jobs could you consider if you usually like to read?
 - b. What leisure time activities could you consider if you usually like being busy?
 - c. Does your completed sheet reflect how you are spending your time in leisure pursuits?
 - d. What can you realistically do to adjust your leisure time activities if they seem not to be complementing your career choices or exploration for careers?

Evaluation:

1. Evidence of student relating personal needs, values and interests to behavior, decisions, and careers through completion of the Activity Sheet and subsequent discussion.

=====

I Usually Feel...

Directions: Place a check in the most appropriate column as it usually applies to the way you feel.

	Terrific	Neutral	Horrible
1. Listening to loud music. _____			
2. Sitting in a sunny room. _____			
3. Reading an autobiography. _____			
4. Listening to soft music. _____			
5. Reading a magazine. _____			
6. Walking in the snow. _____			
7. Running in the park. _____			
8. Sitting in a dark room. _____			
9. Watching a comedy on TV. _____			
10. Working on a cloudy day. _____			
11. Smelling coffee brewing. _____			
12. Working on a hot, humid day. _____			
13. Being alone in my room. _____			
14. Smelling flowers blooming. _____			
15. Dressing in drab colors. _____			
16. Walking on a cold day. _____			
17. Driving on icy streets. _____			
18. Dressing in bright colors. _____			
19. Standing in a crowded room. _____			
20. Lifting heavy objects. _____			
21. Walking in the rain. _____			
22. Using my hands to pick up or use small objects. _____			

MECCA ACTIVITY PLAN

TITLE: OWNING A CAR (MS34)

SUGGESTED GRADE LEVEL: 7-12

INFUSION: MATH

LEVEL: EXPLORATION

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS

Obj. 5.5 Uses computational skills effectively by (5.5C mastering computational skills appropriate for grade level and interests and (5.5D) applying computational skills appropriately.

GOAL 7: SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING

Obj. 7.2 Evidences economic understanding by (7.2G) Relating economic principles to personal economic behavior.

Materials:

Activity Sheet A - Cost of Owning a Car

Pages of newspapers illustrating ads for automobiles

Paper and pencils

Activities:

Teacher Comments:

1. Using the newspaper auto ads, ask each student to choose an auto they would like to buy.
2. Give students Activity Sheet A and specify the amounts for those items marked (*).
Ask students to list the cost of the car, figure down payment, the balance figure, cost of borrowing money (interest), estimate the number of miles expected to drive per day, cost of fuel,, insurance, liscence, registration for the local state.
3. Ask students to determine monthly operating cost of the automobile.
4. Ask students to share the results of their computation and discuss the need to figure these costs when considering buying an automobile.

Evaluation:

1. Student ability to compute automobile costs accurately.
2. Student understanding of economic principles.

=====

Cost of Auto Ownership

Directions: Fill in the blanks below for the automobile of your choice.

1. The automobile I choose is a (n) _____

2. My automobile costs....._____

3. I can pay this much for a down payment...._____

4. The balance I will owe is....._____

5. The interest at (*) on the balance I owe is..._____

6. Insurance rates for this vehicle are (*_____)

This will amount to (per year)....._____

7. License fees for this car are (*_____)....._____

9. Registration costs for this car are (*_____)....._____

TOTAL FEES COSTS....._____

10. I estimate I will drive this automobile
approximately _____miles per day.

At (*_____) miles per gallon at (*_____)
dollars per gallon.

TOTAL OPERATING COSTS..._____

11. Total cost of automobile:....._____

Down payment....._____

BALANCE....._____

Costs of fees and operation of automobile....._____

YEARLY COST OF OWNERSHIP.._____

MECCA ACTIVITY PLAN

TITLE: GUIDE FOR STUDY OF AN
OCCUPATION (LA147)

SUGGESTED GRADE LEVEL: 7-12

INFUSION: LANGUAGE ARTS

LEVEL: EXPLORATION/PREPARATION

GOAL 8: CAREER INFORMATION

Obj. 8.1 Uses knowledge of personal values, interests, needs, limitations to explore career options. (8.1G) Relates personal characteristics to preferred occupations.

Materials:

Activity Sheet A - Guide for the study of an occupation
Activity Sheet B - Occupation Comparison Chart
Copies of Occupational Outlook Handbook pages for:
Plumber, draftsman, architect, nurse, dentist, secretary.

Activities:

Teacher Comments:

1. Discuss the use of the Occupational Handbook.
2. Arrange class in pairs of 2.
3. Give each group copies of Activity Sheet A and pages from Occupational Outlook Handout. Ask students to complete the guide for the occupations for which they received handbook descriptions.
4. Ask one student from each pair to report the information they recorded to the class.
5. Require each student to complete Activity Sheet B.

Evaluation:

1. Completeness of student reports of research.
2. Student participation in discussion.
3. Student written work on comparison chart.

=====

GUIDE FOR THE STUDY OF AN OCCUPATION

- I. Title Page
 - A. Career Cluster
 - B. Name of Student
 - C. Teacher
 - D. Date
- II. Table of Contents
- III. Outline of a Typical Day's Work
 - A. Occupation
 - B. Duties
- IV. Requirements for Entering the Occupation
 - A. Education and Training Length of Time
 - B. Where Education Can be Obtained
 - C. Entrance Requirements
 - D. Other
- V. Working Conditions
 - A. Hours
 - B. Health and Accident Hazards
 - C. Type of Work
 - D. Physical or Mental Effort Required
 - E. Effect on lifestyle of Worker
- VI. Qualifications of Worker
 - A. Personal
 - B. Character
 - C. Physical
 - D. Mental
 - E. Other
- VII. Economics of the Job
 - A. Growing Occupation
 - B. Crowded
 - C. Seasonal
 - D. Entering Salary
 - E. Potential Salary
- VIII. Opportunities
 - A. For Finding this Job
 - B. Advancement
 - C. What Other Jobs Could I Switch to if The Job Became Obsolete.
- IX. Knowledge of Self
 - A. Is this Job Compatible with My Interests?
 - B. Do I have the Necessary Mental & Physical Abilities?
 - C. Have I Talked with a Person in this Occupation or Spent Time Doing this Type of Work?
 - D. Can I imagine Myself Doing This Work 10 Years from now?

A147B

OCCUPATIONAL COMPARISON CHART

Occupation	Requirements	Environment	Opportunities	Match to Interests
245 .				246

MECCA ACTIVITY PLAN

TITLE: EDUCATIONAL NEEDS AND
CAREER CHOICE (SS61)

SUGGESTED GRADE LEVEL: 7-12

INFUSION: SOCIAL STUDIES

LEVEL: EXPLORATION

GOAL 1: SELF AWARENESS

Obj. 1.5 Relates personal needs, values, and interests to behavior, decisions and careers by (1.5F) exploring personal interests.

GOAL 6: CAREER IMPLICATIONS OF SUBJECT MATTER

Obj. 6.3 Develops an educational plan to address career choice by (6.3D) relating school subjects to their career implications and (6.3E) knowing curriculum offerings in school.

Materials:

Activity Sheet A,C Educational Awareness
Occupational Outlook Handbook
School listing of course offerings
Pencils

Activities:

Teacher Comments:

1. Discuss with students their long term goals. What will they be doing in the year 2000?
2. Ask students to complete the Educational Questionnaire (Activity Sheet A).
3. Ask students to write a paragraph explaining the reasons for choosing the courses they might take. How do these relate to career choice? How do these relate to personal interest?

Evaluation:

1. Student completion of questionnaire.
2. Student writing which indicates understanding of the relationship between personal interests and careers and choice of school courses and careers.

=====

Educational Awareness

Directions: The statements below will help you relate your personal interests to careers and your choice of school subject matter to careers. Please check 1 if you fully agree with the statement, 2 if you disagree, 3 if you have no strong feelings, 4 if you agree, and 5 if you fully agree.

1.2.3.4.5

1. It is important to me to earn good grades_____
2. My grades are important to my family_____
3. My grades are important to my teachers_____
4. My grades are important to my friends_____
5. The following subjects are important to me:
 - English_____
 - Mathematics_____
 - Social Studies_____
 - Physical Education_____
 - Business_____
 - Home Economics_____
 - Industrial Arts_____
 - Foreign Language_____
 - Music_____
 - Art_____
 - Other (fill in)_____
6. What I learn in school will help be become a success_____
7. I like to work with my hands_____
8. The longer I stay in school the more money I
can earn on a job_____
9. I want a job which requires a college education_____
10. Failure in school means failure in a job_____
11. My family expects too much of me in school_____
12. My teachers expect too much of me in school_____
13. My mood affects my day in school_____

(Educational Awareness)

	1.	2.	3.	4.	5.
14. Being with members of the opposite sex affects my school work_____					
15. I should develop an educational plan for the future_____					
16. It is important to me to complete high school_____					
17. Education is a very important thing in a person's life_____					
18. Learning is easy for me_____					
19. I have good study habits_____					
10. I select after-school activities which will be learning experiences for me_____					
11. All learning does not take place in school_____					
12. Homework helps me understand schoolwork better_____					
13. Learning is a continuous process_____					
14. My school provides information about job opportunities_____					
15. It is important for me to continue my schooling past high school_____					
16. I should continually review my educational plans_____					
17. How far I can go in school will affect job choice_____					
18. My grades reflect my ability_____					
19. I expect to develop job skills while in high school so I can be ready for a job_____					
20. The courses I choose in school affect my future plans for a job or more education_____					

(Educational Awareness)

21. The courses I am enrolled in this term are:

22. School courses which I would like to take before leaving high school are:

23. The courses I have taken, am now taking, or will be taking, relate to my current career choice(s) because:

24. I now participate in the following extra-curricular activities:

25. I do now, but would like to, participate in the following extra-curricular activities:

MECCA ACTIVITY PLAN

TITLE: WHAT SKILLS DO I HAVE?
(SS98/LA161)

SUGGESTED GRADE LEVEL: 7-12

INFUSION: LANG. ARTS/S.STUDIES

LEVEL: EXPLORATION

GOAL 1: SELF AWARENESS

OBJ. 1.5 Relates personal needs values and interests to behavior, decision, and careers by (1.5E exploring personal interests and (1.5K) showing how one's career can combine skills and interests.

GOAL 6: CAREER IMPLICATIONS OF SUBJECT MATTER

OBJ. 6.1 Identifies career implications of school experiences through (6.1C) exploring careers and planning school experiences in terms of personal interests and skills already learned and (6.1E) engaging in school activities related to career preferences.

Materials:

Activity Sheet A-C What Skills Do I Have? (one per student)
Pencils

Activities:

Teacher Comment:

1. Discuss the importance of identifying skills acquired from work, leisure, school, participation in various organizations. Note potential employers talk in terms of skills acquired.

2. Give students the Activity Sheet for completion.

3. Ask students to identify the top three skills they feel they have acquired and write a paragraph explaining how this skill is used and what leads them to feel they do this skill well.

4. Discuss work areas and the types of skills students have identified that are related to the areas. Associate the skills with specific subjects in school.

Evaluation:

Quality of written paragraph specifying source of information about self and skills; participation in discussion associating skills with school learnings and work areas,.

"WHAT SKILLS DO I HAVE?"

1. List any volunteer work in which you participate in the left column. List two to four skills used in this work in the right column. (Examples below.)

VOLUNTEER WORKCandy Striper**SKILLS**Caring, helping people, listening

2. List the jobs you have done at home or in your community, whether they were paid or unpaid jobs, in the left column. List two to four skills used in each job in the right column. (Examples below.)

JOBSMowing lawns**SKILLS**Financial management, machine operation

3. List the hobbies or leisure time activities in which you engage in the left column. List two to four skills associated with these activities in the right column.

HOBBIESModel building**SKILLS**Designing, following directions, initiating, creativity

"WHAT SKILLS DO I HAVE?"

4. List the clubs, organizations, or church groups, in which you participate, in the left column. List the skills used in these areas in the right column. (Examples below.)

ORGANIZATIONS

Girl Scouts

SKILLS

Selling, planning, social

5. List the classes you have taken at school in the left column. List two to three skills you have learned in the right column. (Examples below.)

CLASSES

English

SKILLS

Writing, organizing, communicating

5. List the classes you have taken at school in the left column. List two to three skills you have learned in the right column. (continued)

CLASSES

SKILLS

[illegible]

6. List other skills you have that are not listed in any of the foregoing areas:

[illegible]

MECCA ACTIVITY PLAN

TITLE: CLUES (SS94/LA162)

SUGGESTED GRADE LEVEL: 7-12

INFUSION: S. STUDIES/LANG. ARTS

LEVEL: AWARENESS/EXPLORATION

GOAL 1: SELF AWARENESS

OBJ. 1.5 Relates personal needs, values and interests to behavior, decisions and careers through (1..5G) exploring careers in terms of interests and abilities and (1.5K) showing how one's careers can combine skills and interests.

Materials:

Activity Sheet A Clues (one per student)
Paper and pencils

Activities:

Teacher Comment:

1. Give students the Activity Sheet "Clues" and ask them to check the activities that they like to do, or which they think would make use of their talents (It doesn't matter if training has been received).

2. Discuss results in a small group asking students to:

- a. make a list of those items which were needs, wants, or interests.
- b. Patterns of interests and activities.
- c. Those patterns which suggest possible careers.

3. Ask students to report group listings of items which are needs, wants or interests and which have particular career implications.

Evaluation:

1. Completion of activity sheet in an individual basis.
2. Participation in group discussion culminating in lists which can be used for discussion.
3. Discussion indicating clear understanding of interests, needs, and wants in terms of careers.

- | | |
|---|---------------------------------|
| ___1.work outdoors | ___26.repair things |
| ___2.work indoors | ___27.tinker with cars |
| ___3.travel | ___28.work in a lab |
| ___4.meet foreign people | ___29.cook great meals |
| ___5.work for others | ___30.sew |
| ___6.work on my own | ___31.work with many people |
| ___7.give a speech | ___32.work alone |
| ___8.act in a play | ___33.grow plants,crops,trees |
| ___9.listen to music | ___34.sell things for profit |
| ___10.play a musical instrument | ___35.sell things on a salary |
| ___11.make drawings of people,places,things | ___36.work with children |
| ___12.redecorate a room | ___37.work with oldsters |
| ___13.design clothes | ___38.work at night |
| ___14.write stories | ___39.take care of animals |
| ___15.read or listen to news reports | ___40.fight pollution |
| ___16.lead class discussions | ___41.drive a car,truck |
| ___17.coach a sports team | ___42.design a building |
| ___18.keep a budget | ___43.run for class office |
| ___19.help people with personal problems | ___44.think up advertisements |
| ___20.take part in sports | ___45.talk on the telephone |
| ___21.try to solve community problems | ___46.make a piece of furniture |
| ___22.head committees | ___47.work with computers |
| ___23.read/watch stories on crime | ___48.invent things |
| ___24.care for sick people | ___49.be around airplanes |
| ___25.run machinery | ___50.work on or near water |

MECCA ACTIVITY PLAN

TITLE: CONFLICT IN EMPLOYMENT (LA311) SUGGESTED GRADE LEVEL: 7-12

INFUSION: LANGUAGE ARTS

LEVEL: PREPARATION

GOAL 2: INTERPERSONAL RELATIONSHIPS

OBJ. 2.2 Reacts positively to constructive criticism by (2.2C) developing and role playing situations for giving positive suggestions.

OBJ. 2.3 Works with others regardless of sex, race, and cultural differences by (2.3H) discussing and resolving examples of racial, cultural, sex bias.

OBJ. 2.6 Resolves conflicts in a group through (2.6C) predicting cause and consequences of worker conflict.

GOAL 4: WORK HABITS AND ATTITUDES

OBJ. 4.1 Demonstrates initiative and independence by (4.1H) identifying ways in which initiative can enhance job performance.

OBJ. 4.7 Understands and respects worker roles, including the role of supervisors through (4.7I) recognizing ways to deal with negative work situations.

Materials:

Activity Sheet A Conflict Situations (One per student)
Paper and pencils

Activities:

Teacher Comment:

1. Ask students to read the problem situations aloud. Point out that each has a setting, characters, and a conflict problem without resolution. Ask student to discuss possible solutions keeping in mind the above objectives for initiative; resolution of conflict; and worker-supervisor relationships.

2. Break group of students into small groups. Ask each small group to choose a problem situation and develop a script for dramatization.

3. Ask groups to dramatize their situations and ask the remainder of the group to develop additional solutions for resolving worker conflict.

(Option) Ask students to develop problem situations.

Evaluation:

Student discussion and script writing indicating understanding of supervisory roles; resolution of conflict; and initiative.

Job Conflict Situations

A. Setting: Football Training Camp

Two players are competing for a position on the team. One develops a dispute with the trainer. One of the players maintains he has been keeping dietary rules and has been in on time every night. Further, his attitude is "see if you can make me toe the line". The other player does not have these difficulties, but his skills are not as developed as the first player's skills. What are management responsibilities?

B. Setting: Shopping Mall Store

The sales clerk at Bamberger's Store is waiting on a customer who wants to buy a handbag which is on display in the store window. The customer insists that she must have that particular handbag. The clerk tells her it is not available as it is a part of the display. A second clerk reports this to the male supervisor who reprimands the clerk. The supervisor says, "Your job is selling, not thinking, of course the bag is for sale." What are the supervisory and worker responsibilities?

C. Setting: Small Accounting Firm Office

As a computer operator for a small firm, you have made a mistake in entering data. Your supervisor asks how you could have made such a mistake. She insists you must work on Saturday and rectify the records. You planned to attend a birthday party on Saturday and refuse. What are the responsibilities of worker and manager? What steps could either make for taking the initiative for resolving the conflict?

MECCA ACTIVITY PLAN

TITLE: CAREER CLUSTER LOOPS (LA144) SUGGESTED GRADE LEVEL: 7-12

INFUSION: LANGUAGE ARTS

LEVEL: EXPLORE/PREPARATION

GOAL 8: CAREER EDUCATION

OBJ. 8.2 Knows how to locate and use appropriate career information by (8.2E) exploring careers by clusters and levels (grades 7-9); (8.2G) locating, reading, and analyzing job market information (grades 10-12); and (8.2J) identifying employment trends in preferred occupations (grades 10-12).

Materials:

Activity Sheet A - Occupation Clusters (one per student)

Paper, pencils, crayons, or color pencils

Occupational Outlook Handbook or Dictionary of Occupational Titles

Activities:

Teacher Comment:

1. Give students Activity Sheet A. Discuss the groupings of jobs in the clusters. What other jobs might be listed in these categories? In what way are the jobs similar? What does the logo represent?

2. Ask students to write on paper a cluster title they might wish to investigate. Ask them to use occupational resources of the school to find the variety among jobs in one cluster.

(grades 10-12)

3. Ask students to select one job from their cluster and use library sources (including periodicals) to learn about employment trends in that occupation.

4. Ask students to design a logo to symbolize their chosen occupation.

5. Students share logo designs with the group to see if other members of the group can "read" their logo and guess the cluster.

Evaluation:

1. Student report indicating use of resources to explore job clusters.
2. (Grades 10-12) Student use of resources to investigate job market information and employment trends.

FIFTEEN OCCUPATIONAL CLUSTERS

The U.S. Office of Education has grouped all jobs into 15 different groups called clusters. Below are the 15 clusters and some careers in each cluster.

AGRICULTURE (AGRI-BUSINESS)



Farmer
Wildlife & Conservation Technician
Agronomist
Horse Breeder
Agricultural Engineer
Entomologist

BUSINESS & OFFICE



Accountant
Computer Programmer
Bank Teller
Receptionist
Bookkeeper
Insurance Underwriter

HEALTH



Medical Technician
Practical Nurse
Audiologist
Veterinarian
Physical Therapist
Dental Hygienist

PUBLIC SERVICE



Teacher
Lawyer
Armed Forces
Fire Fighter
F.B.I. Agent
Census Clerk

NATURAL RESOURCES & ENVIRONMENT



Urban Planner
Forest Ranger
Geodesist
Sociologist
Soil Conservationist
Environmental Engineer

COMMUNICATION & MEDIA



Television Producer
Technical Writer
Graphic Artist
Cameraperson
Stage Hand
Disc Jockey

HOSPITALITY & RECREATION



Stunt Man
Recreation Specialist
Hotel Manager
Ski Instructor
Professional Athlete
Chef

MANUFACTURING



Tool Designer
Millwright
Electrical Engineer
Machinist
Foreman
Sheet Metal Worker

MARKETING & DISTRIBUTION



Market Researcher
Mail/Stockroom Clerk
Salesperson
Retail Store Manager
Statistical Typist
Newspaper Circulation Manager

MARINE SCIENCE



Fish Culturist
Oceanographer
Aquanaut
Hydrologist
Marine Biologist
Research Technician

PERSONAL SERVICES



Tailor
Waiter/Waitress
Travel Guide
Cosmetologist
Marriage Counselor
Masseur/Masseuse

CONSTRUCTION



Carpenter
Surveyor
Pipefitter
Stonemason
Draftsman
Architectural Engineer

TRANSPORTATION



Airplane Pilot
Cab Driver
Air Traffic Controller
Merchant Marine
Truck Driver
Steward/Stewardess

CONSUMER EDUCATION & HOME ECONOMICS



Homemaker
Dietician
Credit Manager
Home Economist
Nutritionist
Consumer Affairs Manager

FINE ARTS & HUMANITIES



Clothing Designer
Historian
Astronomer
Cartoonist
Playright
Opera Singer

MECCA ACTIVITY PLAN

TITLE: RELATIONSHIP SKILLS (SS99) SUGGESTED GRADE LEVEL: 7-12

INFUSION: SOCIAL STUDIES

LEVEL: AWARENESS

GOAL 1: SELF AWARENESS

Obj. 1.1 Is aware of personal characteristics including strengths and limitations. (1.1M) Can describe personal strengths and limitations in an interview.

GOAL 2: INTERPERSONAL RELATIONS

Obj. 2.5 Affirms the need for positive interpersonal relationships by (2.5H) Identifying instances in which interpersonal relationships are essential to personal and group effectiveness.

Materials:

Activity Sheet A-C Relationships Skills
Pencils

Activities:

Teacher Comments:

1. Identify areas of interpersonal relationships as:

- a. Observation skills
- b. Problem-solving abilities
- c. Morale-building skills

2. Discuss the need for positive interpersonal relationships in the above areas which will support individual and group effectiveness.

3. Ask students to complete Activity Sheet A. Explain that following completion, each student will have the opportunity to engage in a private interview with you.

4. During interviews, clarify any areas about which the student seems unsure and help the student identify and make constructive plans for those areas needing improvement.

Evaluation:

- 1. Student discussion affirming the need for positive interpersonal relationships.
- 2. Student identification of instances when interpersonal relationships are essential to individual and group effectiveness.
- 3. Student ability to identify strengths and areas of needed improvement.

=====

Relationship Skills

The following activity sheet will help you think about various aspects of your relationships with others and your skills in group situations. These skills are particularly important to you because they will increase your personal effectiveness in working with people on or off the job. Knowing how you rate yourself on these skills allows you to set priorities for your own development and helps you control your own life.

Directions:

1. Read through the lists and decide which of the items you are able to do easily; which you are hesitant about doing; or those in which you feel a need to improve. Check after each item in the appropriate column.

2. As an additional, or homework assignment: a) provide an example of at least one item in each area that you do easily and how it relates to your personal effectiveness; and b) give an example of one skill you feel you would like to improve and the steps you plan to take toward improvement.

	DO EASILY	HESITANT TO DO	NEED TO IMPROVE
EMOTIONAL EXPRESSIVENESS: DO I....			
1. Share what I feel with others?_____			
2. Hide my emotions?_____			
3. Disagree openly with others?_____			
4. Become sarcastic with others?_____			
5. Express warm feelings?_____			
6. Express gratitude?_____			
FACING AND ACCEPTING EMOTIONAL SITUATIONS: I AM....			
1. Able to face conflict._____			
2. Able to face closeness/affection._____			
3. Able to face disappointment,_____			
4. Able to stand silence._____			
5. Able to stand tension._____			
6. Able to stand up for myself._____			

	DO EASILY	HESITANT TO DO	NEED TO IMPROVE
SOCIAL RELATIONSHIPS: I FEEL I...			
1. Compete to outdo others.			
2. Act dominant toward others.			
3. Trust others.			
4. Am helpful to others.			
5. Am protective toward others.			
6. Like to call attention to myself.			
7. Go along with "the crowd".			
GENERAL: I FEEL I....			
1. Understand why I do what I do.			
2. Ask others for feedback on my behavior.			
3. Accept help willingly.			
4. Can make decisions firmly.			
5. Criticize myself frequently.			
6. Can wait patiently for others.			
OBSERVING ABILITY: I AM ABLE TO...			
1. Note tension in a group.			
2. Note who talks to whom in a group and who is left out.			
3. Sense the feelings of others.			
4. Sense interest level of others.			

	DO EASILY	HESITANT TO DO	NEED TO IMPROVE
OBSERVATION SKILLS:			
5. Note who is being "left out"_____			
6. Note reaction to my comments._____			
7. Note when group avoids a topic._____			
PROBLEM-SOLVING ABILITIES: I AM ABLE TO...			
1. State problems or goals._____			
2. Ask others for ideas, opinions._____			
3. Give ideas._____			
4. Evaluate ideas critically._____			
5. Summarize discussion._____			
6. Clarify issues._____			
MORALE BUILDING ABILITIES I AM ABLE TO...			
1. Show interest in the topics at hand and in others' opinions._____			
2. Work to keep other people from being ignored._____			
3. Harmonize, help people reach agreement._____			
4. Reduce tension in a group._____			
5. Express praise or appreciation._____			

MECCA ACTIVITY PLAN

TITLE: COOPERATION PUZZLE (LA317) SUGGESTED GRADE LEVEL: 7-12

INFUSION: (LANGUAGE ARTS) LEVEL: AWARENESS/PREPARATION

GOAL 2: INTERPERSONAL SKILLS

OBJ. 2.5 Affirms the need for positive interpersonal relationships by (2.5H) identifying instances in which interpersonal relationships are essential to personal and group effectiveness.

GOAL 4: WORK HABITS AND ATTITUDES

OBJ. 4.2 Exhibits positive work attitude by 4.2K) valuing promptness and other standards of job performance.

OBJ. 4.6 Practices positive work habits the (4.6F) contribute to productivity and satisfaction.

Materials:

Puzzle pieces (Activity Sheet A) cut from construction paper.
(one set per four students)

Activities:

Teacher Comment:

1. Prepare puzzles by cutting the pieces apart, numbering each set by placing a numeral on the back of each piece of a set and place them in an envelope marked with that numeral.

2. Divide students into groups of 3-4 students.

3. Give each group a puzzle packet. Instruct them to put the pieces together to form a square following these directions:

- a. Students take turns adding to square.
- b. Students are forbidden to talk.
- c. If another person has a puzzle piece needed by you, you may signal only with your eyes. You may not touch the other person; however, if you have a piece needed by someone, you may offer it.

4. Allow students 30-50 minutes to complete the task. Summarize (debrief) by asking:

- a. How did you feel about the task?
- b. How did you feel toward other people in your group during the task?

312.

Cooperation Puzzle (con't)
L317

Activities:

Teacher Comment:

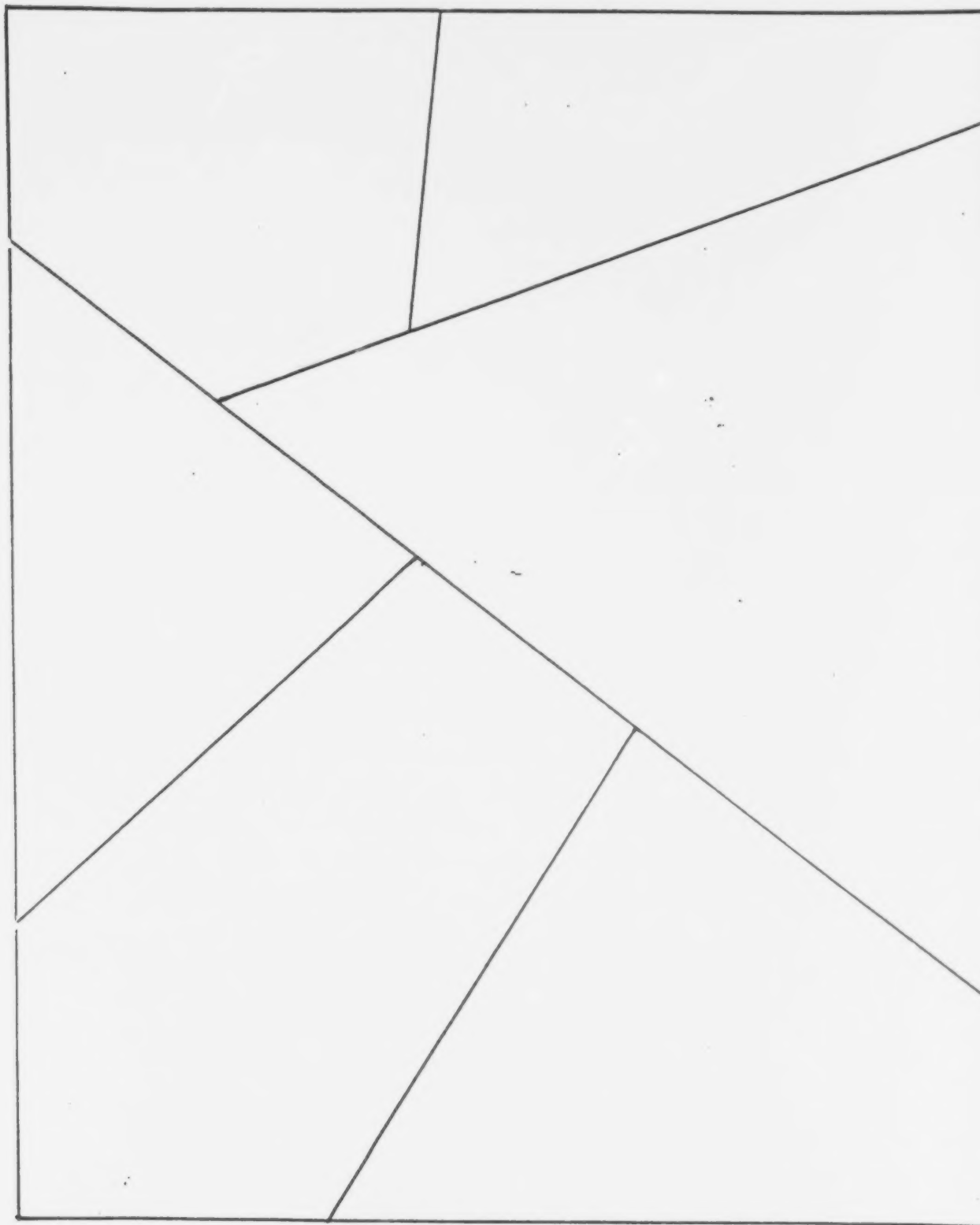
- c. How important were interpersonal relationships during your work?
- d. How does working this puzzle relate to our concept of friendship? (Friends cooperate, share, understand, are patient, etc.)

Evaluation:

1. Teacher observation of student participation indicating valuing of cooperation and interpersonal relationships.
2. Student identification of instances in which interpersonal relationships are essential to personal and group effectiveness.

Puzzle Pattern

(Cut pieces from construction paper. Number each set & place in envelope.



MECCA ACTIVITY PLAN

TITLE: JOBS FOUND IN NEWSPAPERS (LA137) SUGGESTED GRADE LEVEL: 7-12

INFUSION: LANGUAGE ARTS

LEVEL: PREPARATION

GOAL 9: MARKETABLE SKILLS AND ADAPTABILITY

OBJ. 9.2 Uses job seeking and job holding skills by (9.2E) knowing sources of job information and (9.2F) reading and interpreting labor market data.

Materials:

Back issues of Sunday Newspapers (not want ads)
 Yellow or red magic markers.
 Paper and pencils; chalkboard and chalk
 Resources such as Occupational Outlook Handbook or
Dictionary of Occupational Titles

Activities:

Teacher Comments:

1. Give each student a page from the Sunday newspaper--Sports, front page, editorials, art, travel, etc.
 2. Ask each student to underline or circle all jobs or careers mentioned on their page.
 3. Share the results with the group. Are there any jobs with which you are not familiar? List these on the board. Talk about the requirements of these jobs by using references listed above.
 4. Ask each student to choose one career from the list to research and report back about:
 - a. Qualifications needed.
 - b. Duties of the job.
 - c. Salary at entry level.
 - d. Special clothes needed, skills and tools.
 - e. Location of the work.
 - f. Benefits/drawbacks of the job.
 - g. Occupational outlook for the potential of doing that job.
-

Evaluation:

Completeness and quality of student reports showing use of resources and understanding of labor market data.

MECCA ACTIVITY PLAN

TITLE: JEOPARDY TRAITS (LA173) SUGGESTED GRADE LEVEL: 7-12

INFUSION: LANGUAGE ARTS LEVEL: PREPARATION

GOAL 9: MARKETABLE SKILLS AND ADAPTABILITY

OBJ. 9.2 Uses job seeking and holding skills by (9.2C) knowing the reasons for rules, regulations and standards on a job.

Materials:

Activity Sheet A List of Traits (one per student)
 Chalkboard and chalk
 Paper and pencils

Activities:

Teacher Comments:

1. Brainstorm with students:
 - a. If you were an employer, what qualities would you be looking for when hiring a teenager?
 - b. For what reasons might you not hire a teenager?
 - c. For what reasons might you fire a teenager?
2. Ask students to make lists of the qualities they think are important for job success.
3. Ask students to survey 3 different employers and ask the above questions. (a-c)
4. Ask students to share their lists and results of inquiry with the group. Compare student results with the traits listed on Activity Sheet A.
5. Ask students to number 1-30 on a sheet of paper and write the opposites of each trait listed on Activity Sheet A.
6. Discuss the concerns of employers and what students can do to ensure they are not viewed as people with negative traits.

Evaluation:

1. Student participation in discussion giving examples of reasons for rules, regulations and standards on the job.
2. Student completed list of positive work traits.

"TRAITS THAT PUT JOBS IN JEOPARDY"

1. Tardiness and absenteeism
2. Indifference toward work
3. Wasting time
4. Missing deadlines
5. Poor disposition
6. Reluctance to accept responsibility
7. Failure to grow in the job
8. Backbiting
9. Gossiping
10. Improper attire and poor grooming
11. Poor personal appearance
12. Know-it-all attitude
13. No purpose or goals
14. Lack of enthusiasm
15. Tendency to make excuses or blame others
16. Lack of eye contact
17. Condemn past employers
18. Limp handshake
19. "Sloppy" application blank
20. Appearing uninterested
21. No knowledge about the company
22. Appearing to be shopping around
23. Not willing to start at the bottom
24. Cynical attitude
25. Not able to take criticism
26. Being late for the interview
27. Not asking questions
28. Giving vague answers to questions
29. Poor scholastic record
30. Not thanking the employer for the interview

MECCA ACTIVITY PLAN

TITLE: GOVERNMENT JOBS (LA313) SUGGESTED GRADE LEVEL: 7-12

INFUSION: LANGUAGE ARTS LEVEL: EXPLORATION

GOAL 4: WORK HABITS AND ATTITUDES

OBJ. 4.1 Demonstrates initiative and independence by (4.1E) engaging in work independently including (4.1F) independent study or tasks.

OBJ. 4.4 Plans and completes tasks effeciently and thoroughly by (4.4D) using planning skills to carry out tasks.

GOAL 7: SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDINGS

OBJ. 7.4 Evidences political understanding through (7.4E) exploring careers in government.

Materials:

Library resources for information about government jobs
Paper and pencils

Activities:

Teacher Comment:

1. Ask students to develop a list of the jobs they know about which are government funded.
2. Ask students to research jobs which are on the list by using a library resource and/or through interviewing local governmental workers.
3. Give students Activity Sheet A as a guide for research and ask students to list the steps they must take to find out this information. Ask them to write these on a sheet of paper and then develop a time line for completing the task.
4. Ask students to share the results of their research.

Evaluation:

1. Student evidence of planning and carrying out of task.
2. Student report indicating exploration of governmental jobs.

Government Jobs

Directions: Use this Activity Sheet as a guide for obtaining information about government jobs. Your sources of information may be governmental publications; career education resources; or interview of governmental workers.

- A. Official job title is: _____
- B. This job is at what official level for wage payment in relation to responsibilities?
- C. What are the major tasks of the job?
- D. What are the stated requirements for the job?
- E. What training is necessary to do this job and where can it be obtained?

MECCA ACTIVITY PLAN

TITLE: NEEDS QUESTIONNAIRE
(SS101/LA164)

SUGGESTED GRADE LEVEL: 7-12

INFUSION: S. STUDIES/LANG. ARTS

LEVEL: AWARENESS

GOAL 1: SELF AWARENESS

OBJ. 1.4 Identifies personal needs, interests, and values by (1.4B) identifying personal likes and dislikes and (1.4D) recognizing and prioritizes personal needs and values for self.
OBJ. 1.5 Relates personal needs, values, and interests to likes, dislikes and careers by (1.5J) Describing relationship between needs, values, interests, and careers.

Materials:

Activity Sheets Personal Need Questionnaire and Analysis (A-E)
(one set per student)

Pencils

Activities:

Teacher Comment:

1. Ask students to respond to the statements on the questionnaire.
2. Following student responses on the questionnaire, ask students to score the results on the Personal Analysis Sheet.
4. Discuss the following:
 - a. The meaning or description of each personal need.
 - b. Personal examples drawn from students which illustrate the personal need.
 - c. In what ways the personal characteristics mentioned might apply to the work world.
5. Ask students to choose 2 high scoring areas and write a 2-3 sentence statement indicating the ways this particular area might relate to career success.

Evaluation:

1. Completed questionnaire and accurate analysis.
2. Quality of student statement relating 2 high scoring personal characteristics to career success.

Personal Need Questionnaire

Directions: Think about the following characteristics statements in relation to yourself.

1. Write NUMERAL 10 before statements that are DEFINITELY TRUE.
 2. Write NUMERAL 4 before statements that are MOSTLY TRUE.
 3. Write NUMERAL 5 before statements that are SOMEWHAT TRUE.
 4. Write NUMERAL 3 before statements that are MOSTLY FALSE.
 5. Write NUMERAL 0 before statements that are DEFINITELY FALSE.
-

- ☐ 1. I strive for perfection and excellence.
- ☐ 2. I avoid unpleasant jobs.
- ☐ 3. I want to help others.
- ☐ 4. I like to be alone.
- ☐ 5. I want others to do things my way.
- ☐ 6. I follow the suggestion of others.
- ☐ 7. I am concerned about what others think of me.
- ☐ 8. I want to try new things.
- ☐ 9. Getting the job done is more important than others' feelings.
- ☐ 10. I avoid arguments and debates with others.
- ☐ 11. I try to do things better than others.
- ☐ 12. I tend to leave things unfinished.
- ☐ 13. I am loyal to friends and organizations.
- ☐ 14. I would rather do things for myself than others.
- ☐ 15. I get upset when others do not act the way I think they should.
- ☐ 16. I want someone else to be the leader.

Personal Needs Questionnaire

- 17. I like to get the opinion of others.
- ___ 18. I like to tell jokes and say things to get a reaction from others.
- ___ 19. I tend to be jealous or envious.
- ___ 20. I am easy going.
- ___ 21. I stick to a job until it is done.
- ___ 22. I want more leisure time.
- ___ 23. I show affection easily.
- ___ 24. I get uncomfortable when people get too close.
- ___ 25. I want to be in charge.
- ___ 26. I am reluctant to do things on my own.
- ___ 27. I wait until new styles are established before I change.
- ___ 28. I do things just for the principle involved.
- ___ 29. I get revenge for injustices or insults.
- ___ 30. I am non-competitive; it is OK for people to get ahead of me.
- ___ 31. I want to write a great book, song, play.
- ___ 32. I tend to put things off. (Procrastinate)
- ___ 33. I give encouragement and praise to others.
- ___ 34. I am more interested in things (data/books) than in people.
- ___ 35. I want to influence and persuade others.
- ___ 36. It is easy for others to get me to do things.
- ___ 37. I like to follow habit and tradition.
- ___ 38. I want to look different than others.
- ___ 39. I am critical of others.
- ___ 40. I react rather unemotionally to things.

Personal Need Questionnaire

- ___ 41. I like to accomplish difficult tasks.
- ___ 42. I am unconcerned about getting involved.
- ___ 43. I like to do things with others instead of alone.
- ___ 44. I want to get away from it all.
- ___ 45. I am willing to settle arguments.
- ___ 46. I want the advice of others before making up my mind.
- ___ 47. It is easy for me to talk about personal viewpoints and achievements.
- ___ 48. My opinions and viewpoints are different from others.
- ___ 49. I am intrested in reading about violence and tragedy.
- ___ 50. I don't enjoy meeting new people.
- ___ 51. I like to have a feeling there is work to do.
- ___ 52. I would rather let others get the credit for doing things.
- ___ 53. I tend to go along with group decisions.
- ___ 54. I like to do things by myself.
- ___ 55. I look for books, ideas, ways to influence and persuade others.
- ___ 56. I am fearful of authority (police, boss, etc.)
- ___ 57. I am anxious about receiving affection from others.
- ___ 58. I do things my own way.
- ___ 59. I make fun of others.
- ___ 60. I try to avoid being personal.
- ___ 61. I like to keep busy.
- ___ 62. I like to be entertained in my spare time (TV, newspaper, games).

Personal Need Questionnaire

- ___ 63. I seek suggestions and help from others.
- ___ 64. I feel that small talk is a waste of time.
- ___ 65. I make plans for the group.
- ___ 66. My opinion is easily swayed by others.
- ___ 67. I look for encouragement from others.
- ___ 68. I like to be the center of attention.
- ___ 69. I tend to blame others when things go wrong.
- ___ 70. I am reluctant to voice personal viewpoints.
- ___ 71. My spare time is involved with creating, building, and changing things.
- ___ 72. I work no more than I have too.

You have now completed thinking carefully about and marking the extent to which you feel you evidence the qualities in each of the characteristic statements listed above. These statements can now be combined to develop broad categories of personal characteristics

you have in dealing with yourself and other people. These will show you what personal needs you have.

Move now to the Personal Need Analysis part of this exercise.

Personal Need Analysis

The characteristics listed below are personal needs you have that strongly influence the direction of your life, your personality, and the way you relate to others.

To determine the strength of each need, total your points for the questions for the PERSONAL NEED QUESTIONNAIRE. Record your score in the blank shown.

1. ACHIEVEMENT: Add your responses to questions -
1, 11, 21, 31, 41, 51, 61, 71.....Score: _____
2. CONTENTMENT: Add your responses to questions -
2, 12, 22, 32, 42, 52, 62, 72.....Score: _____
3. BELONGING: Add your responses to questions -
3, 13, 23, 33, 43, 53 63 Score: _____
4. ISOLATION: Add your responses to questions -
4. 14, 24, 34, 44, 54, 64.....Score: _____
5. DOMINANCE: Add your responses to questions -
5, 15, 25, 35, 45, 55, 65.....Score: _____
6. SUBMISSIVENESS: Add you responses to questions -
6, 16, 26, 36, 46, 56, 66.....Score: _____
7. ACCEPTANCE: Add your responses to questions -
7, 17, 27, 37, 47, 57, 67.....Score: _____
8. INDIVIDUALISM: Add your resonses to questions -
8, 18, 28, 38, 48, 58, 68.....Score: _____
9. AGGRESSION: Add your resonses to questions -
9, 19, 29, 39, 49, 59, 69.....Score: _____
10. PASSIVENESS: Add your responses to questions -
10, 20, 30, 40, 50, 60, 70.....Score: _____

MECCA ACTIVITY PLAN

TITLE: RESEARCHING POTENTIAL CAREERS SUGGESTED GRADE LEVEL: 7-12

(LA159)

INFUSION: LANGUAGE ARTS

LEVEL: PREPARATION

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS

OBJ. 5.4 Uses objective and critical thinking by (5.4D) identifying situations in which research skills are needed; (5.4E) conducting personal research in problem solving and independent learning; and (5.4F) applying objectivity in personal and career problem solving.

GOAL 8: CAREER INFORMATION

OBJ. 8.1 Uses knowledge of personal values, interests, needs, limitations to explore career options and (8.1E) explores careers in these terms.

OBJ. 8.2 Knows how to locate and use appropriate career information by (8.2D) using relevant resources for exploring careers including (8.2F) community resources.

Materials:

Activity Sheet A Researching Potential Careers (one per student)
Dictionary of Occupational Titles; Occupational Outlook Handbook
 or other resource for information
 Paper and pencils

Activities:

Teacher Comment:

1. Introduce Activity Sheet A (a writing assignment) by emphasizing that one chooses an occupation according to personal interests, needs, values, and limitations.
2. Ask students to look over Activity Sheet A and ask any questions they need to ask in order to complete the assignment. Give the instructions that they are to use school resources and complete a first draft of the writing.
3. Check the first draft and follow this with a conference with each student regarding the information contained, format and organization of the writing, and general style.
4. For a second, or final draft, ask students to inquire of people in the community regarding information about the occupation. (Note: a word about interview techniques might be helpful.)

330.

LA 159 continued.

Activities: (continued)

Teacher comment:

5. Ask students to add the community information and complete a final draft with the addition of a section entitled: Doing this research helped me to learn...

6. Ask students to share with the group their answers to the final section (Number 5 above).

Evaluation:

Quality of student final writing draft indicating student use of resources and consideration of interests and abilities in choosing an occupation.

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Researching Potential Careers

Directions: This writing assignment involving careers will be completed in several stages:

- Stage One - First Draft
- Stage Two - Conference with Teacher
- Stage Three - Revision and addition of information from an additional source
- Stage Four - Final draft for grading
- Stage Five - Sharing with others the content of final section or paragraph

Content: Describe in detail one career or occupation that you might consider. Include the following:

- A. A description and evaluation of yourself
 - a. Interests, hobbies, and extra curricular activities
 - b. Likes and dislikes
 - c. Skills, abilities, and aptitudes
 - d. Personality traits
 - e. Career interests
- B. A description of one occupation
 - a. Title of occupation
 - b. Duties and responsibilities
 - c. Interests and aptitudes required
 - d. Working conditions
 - e. Salary range
 - f. Employment potential
 - g. Education or training required
- C. A comparison of yourself and the occupation
 - a. How interests match
 - b. How skills, aptitudes match
 - c. How you would enter this occupation -- education, level, etc.
 - d. What you like or dislike about the occupation
 - e. How this occupation fits you
- D. General information
 - a. Use a minimum of two (2) sources
 - b. List sources on the final page
 - c. Use pencil for first draft and write on every other line
 - d. Use pen or type final draft
 - e. Write or type on only one side of the pages

MECCA ACTIVITY PLAN

TITLE: JOBS IN FOREIGN LANGUAGE SUGGESTED GRADE LEVEL: 7-12
(SS84)

INFUSION: SOCIAL STUDIES LEVEL: EXPLORATION

GOAL 6: CAREER IMPLICATIONS OF SUBJECT MATTER

OBJ. 6.8 Develops an educational plan to address career choice through (6.8B) relating school subjects to their career implications.

Materials:

Activity Sheet A Role-Playing (one per student)

Activity Sheets B-E Occupations Related to Language Study
(one per student)

Pencils

Activities:

Teacher Comments:

1. Divide the group into smaller groups for role-playing one of the situations on the Activity Sheet A.
2. Before students begin role-play, ask them to read; and then, retell the situation to the group. Discuss how they would feel in the situation and why; what the likely outcome of the situation might be.
3. Role-play the situations in pairs.
4. Ask students to complete Activity Sheets B-D. This will aid students in clarifying interests toward making future career plans.
5. Ask students to complete the Follow-up Questions on Activity Sheet E.

Evaluation:

Student responses to follow-up questions indicating an understanding of the relation of school subjects (language study) to careers and occupations.

Role-Playing

1. You are Li Xiannian, President Reagan, and a Chinese interpreter working out a sensitive trade agreement. The Chinese interpreter is not fluent in English.
 2. You are meeting a foreign client for the very first time. In this country you are visiting, it is considered bad manners to get right down to business, but you don't know that; anyway, you are in a hurry to get your work done and move on to the next stop.
 3. A police officer encounters a foreign tourist involved in an accident. The tourist can only say, "hello" and "how are you?" in English.
 4. The head of a small widget manufacturing company in New Jersey has begun exporting widgets to foreign countries around the world. The head of the company interviews two potential secretaries--one who has no foreign language training and one who has.
 5. A family is touring Germany on a shoestring. The head of the family needs to communicate with the owner of a pension (rooming house) to obtain two rooms at a fair rate. Neither speaks the other's language.
 6. A mother brings her sick child to the outpatient room of a large New Jersey hospital. No one at the hospital speaks Spanish. The first doctor who sees the child cannot find out quickly enough what is wrong. Finally, a nurses aid is found who can communicate with the family.
-

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Occupations Related to Language Study

Indicate your present interest in each of the careers listed below by placing a check in the appropriate column.

	Definite Interest	Maybe	Let Somebody Else Do It
1. Stewardess			
2. Bilingual Secretary			
3. Book Dealer			
4. Buyer			
5. Civil Service Worker			
6. Commercial Attache			
7. Consul			
8. Customs Official			
9. Diplomat			
10. Explorer			
11. Foreign Correspondent			
12. Foreign Gov't. Adviser			
13. Foreign Service Worker			
14. Government Service Worker			
15. Hotel Manager			
16. Immigration Inspector			
17. Importer			
18. Intelligence Officer			
19. International Publisher			
20. Interpreter			
21. Journalist			
22. Lawyer			
23. Librarian			

	Definite Interest	Maybe	Let Somebody Else Do It
24. Linguist			
25. Missionary			
26. Music Librarian			
27. Musician			
28. Physician			
29. Radio & TV Announcer			
30. Receptionist			
31. Researcher			
32. Salesman			
33. Secretary			
34. Social Worker			
35. Teacher			
36. Trade Magazine Publisher			
37. Engineer			
38. Travel Bureau Personnel			
39. UN Worker			

=====

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Occupations in which Foreign Language is Essential or Helpful

	Definite Interest	Maybe	Let Somebody Else Do It
1. Armed Services			
2. Business w/International connections			
3. Foreign Government			
4. International Agencies			
5. Philanthropic & Educational Foundations			
6. Religious Organizations			
7. Research & Teacher Exchange Programs			
8. UN Agencies			
9. U.S. Government			
10. Red Cross			
11. Foreign Language Teacher			
12. Translator/Interpreter			

Follow-up Questions

Your answers to these questions will help you find out how much you learned about foreign language study and its uses in the work world.

Complete these sentences:

1. Foreign language study may be useful or necessary for me to use in the future because...

 2. It is helpful to know about other cultures because...

 3. Name five occupations in which knowledge of at least one foreign language is mandatory or helpful.
 - a.
 - b.
 - c.
 - d.
 - e.

 4. Name five occupations in which knowledge of a foreign language and foreign culture could be useful.
 - a.
 - b.
 - c.
 - d.
 - e.
-

MECCA ACTIVITY PLAN

TITLE: JOB INFORMATION (SS90) SUGGESTED GRADE LEVEL: 8-12

INFUSION: SOCIAL STUDIES LEVEL: EXPLORATION

GOAL 8: CAREER INFORMATION

Obj. 8.3 Is aware of a range of career options and their requirements through (8.3F) exploring a broad range of occupations in terms of their requirements; and (8.3H) expanding career options by developing skills which can be combined in a number of different careers.

Materials:

Dictionary of Occupational Titles or other career information resource.

Paper and pencils.

Activities:

Teacher Comments:

1. Explain the use and format of the career information resource students will use.

2. Ask students to gather information on 5 occupations which are consistent with their personal goals for:

- a. Type of work they like to do.
- b. Conditions of the workplace.
- c. Education and skills they possess (or expect to possess).

The information about the occupations should include:

- a. Duties performed
- b. Work conditions.
- c. Rewards.
- d. Employment outlook.
- e. Preparation requirements.

3. Ask students to share the information they have gained. As they discuss these make a two lists on the chalkboard: 1) Occupation titles, and 2) Skills for those occupations. Point out the transfer of skills across occupations. Ask students what steps they are making to achieve these skills.

Evaluation:

1. Quality of student research results and participation in discussion.

MECCA ACTIVITY PLAN

TITLE: TIME CARD COMPUTING (MS39) SUGGESTED GRADE LEVEL: 8-12

INFUSION: MATH

LEVEL: PREPARATION

GOAL 4: WORK HABITS AND ATTITUDES

Obj. 4.6 Indicates positive work habits by (4.6.C) describing and practicing ethical standards as they relate to careers and (4.6E) identifying standards of ethical conduct and the ways in which ethics affect workers and society.

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS

Obj. 5.5 Uses computational skills effectively by (5.5B) applying computational skills to school and non-school activities in an (5.5D) appropriate manner.

Obj. 5.6. Relates computational skills to careers by (5.6B) identifying a variety of activities and tasks of self and others which require computational skills.

GOAL 6: CAREER IMPLICATIONS OF SUBJECT MATTER

Obj. 6.1 Identifies career implications of school experiences by (6.1B) identifying a variety of uses for skills gained in school.

Materials:

Activity Sheet A - Telling Time by Quarter Hours

Activity Sheet B - Time Card

Activity Sheet C - Work Hours

Pencils and scratch paper

Activities:

Teacher Comments:

NOTE: THIS ACTIVITY MIGHT FOLLOW
ACTIVITY, RELATIONSHIP OF PUNCTUALITY
TO WORKER PAY.

1. If necessary, explain wages are pay or money earned and develop the concepts of gross pay (total wages without deductions) and deductions (amount deducted from total pay for insurance, social security, health plans, etc.).

2. Review telling time by quarter hours using Activity Sheet A. Explain that in most companies a worker who punches in more than 4 minutes late in the morning or after lunch gets docked 1/4 hr. Further, if a worker goes home early, the wages are paid only for the last full quarter hour worked.

(continued on next page)

Activity MS39 - Time Card Computing (continued)

Activities:

Teacher Comments:

3. Discuss ethical standards of accurate punching time clocks (Not asking someone else to punch in for you) and the need for developing habits of punctuality. Discuss the effect of non-ethical behavior on businesses.

4. Emphasize the need to be able to accurately compute your own time to make certain the employer has correctly calculated work time. Indicate directly that these are skills which students can learn in school.

5. Using Activity Sheet B, explain the function of various columns - a.m./p.m./in/out. Post punch in and out times for "Mr. Coleman" for the week (Work begins at 8 a.m., lunch 12 noon-1 p.m., day ends 5 p.m.

6. As a group, work out pay for Monday on Activity Sheet B.

12:01 noon - went to lunch
- 8:02 a.m. - started work

4 hours worked in morning.

5:00 p.m. - ended day
- 1:00 p.m.

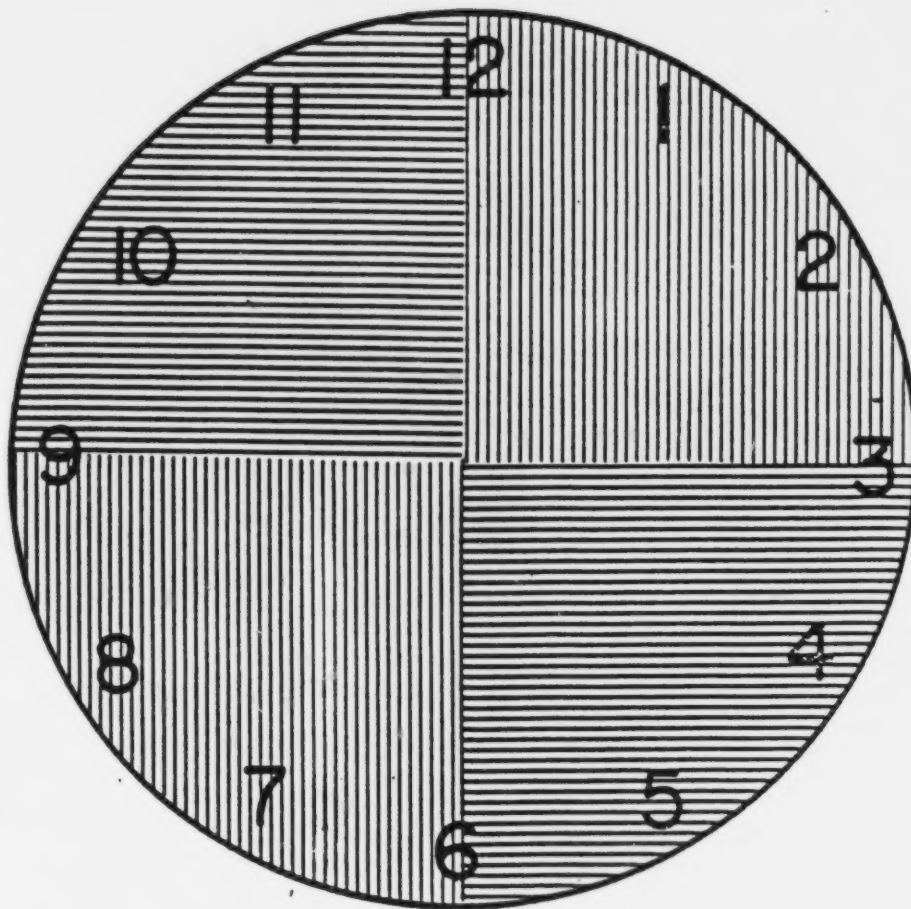
4 hours in afternoon

7. Give students Activity Sheet B and ask them to compute time for Tuesday-Friday on the card.

8. Give students Activity Sheet C and ask them to figure gross pay at \$3.75 per hour.

Evaluation:

1. Accuracy of student computation.
2. Student discussion indicating understanding of the need for following ethical standards and developing good work habits.
3. Student discussion indicating understanding of the relationship of school experiences to work settings.



QUARTER HOURS

Weekly Time Sheet

Week Ending _____ No. _____ Name _____							
Day	In	Out	In	Out	In	Out	Total
Mon.							
Tue.							
Wed.							
Thur.							
Fri.							
Time: Reg. _____ O.T. _____ Total _____ Hourly Rate: _____ Wages: Reg. _____ O.T. _____ Total _____							

Work Hours

Name _____

Date	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	TOTAL HOURS
Week of 1/7/86	8:01 12:02 1:00 5:00	10:00 1:05 2:10 6:00	7:55 12:01 12:59 5:59	8:00 12:00 1:00 5:04	7:56 11:58 12:57 5:03	----- -----	
Week of 1/14/86	7:32 12:31 1:33 5:35	8:00 12:00 1:00 4:03	7:56 1:35 2:25 7:35	7:58 12:59 2:00 7:03	7:59 12:01 1:00 6:00	----- -----	
Week of 1/21/86	8:01 12:02 1:05 5:06	7:35 12:34 1:30 6:32	8:00 12:00 1:01 5:03	7:58 12:02 1:03 5:04	7:59 11:59 1:00 5:01	----- -----	

TIME CARD

Week Ending _____								Week Ending _____							
No. _____								No. _____							
Name _____								Name _____							
DAY	IN	OUT	IN	OUT	IN	OUT	TOTAL	DAY	IN	OUT	IN	OUT	IN	OUT	TOTAL
M								M							
TU								TU							
W								W							
TH								TH							
F								F							
TIME: REG. _____ Q.T. _____ TOTAL _____								TIME: REG. _____ Q.T. _____ TOTAL _____							
HOURLY RATE _____								HOURLY RATE _____							
WAGES: REG. _____ Q.T. _____ TOTAL _____								WAGES: REG. _____ Q.T. _____ TOTAL _____							

Week Ending _____								Week Ending _____							
No. _____								No. _____							
Name _____								Name _____							
DAY	IN	OUT	IN	OUT	IN	OUT	TOTAL	DAY	IN	OUT	IN	OUT	IN	OUT	TOTAL
M								M							
TU								TU							
W								W							
TH								TH							
F								F							
TIME: REG. _____ Q.T. _____ TOTAL _____								TIME: REG. _____ Q.T. _____ TOTAL _____							
HOURLY RATE _____								HOURLY RATE _____							
WAGES: REG. _____ Q.T. _____ TOTAL _____								WAGES: REG. _____ Q.T. _____ TOTAL _____							

MECCA ACTIVITY PLAN

TITLE: WORK VALUES (SS76)

SUGGESTED GRADE LEVEL: 8-12

INFUSION: SOCIAL STUDIES

LEVEL: PREPARATION

GOAL 1: SELF AWARENESS

Obj. 1.4 Identifies personal values by (1.4D recognizing and prioritizing personal needs and values in self and others.

Obj. 1.5 Relates personal needs, values and interests to behavior, decisions and careers by (1.5I) identifying and prioritizing values.

GOAL 2: INTERPERSONAL SKILLS

Obj. 2.1 Demonstrates the effect of self on others by exploring careers in terms of interpersonal relationships needed.

Materials:

Activity Sheet A - Work Values
Pencils

Activities:

Teacher Comments:

1. Review a definition of "values".
2. Give students Activity Sheet A and ask them to read each statement.
3. Ask each student to rate each statement on the Activity Sheet as:
 - a. Very important
 - b. Moderately important
 - c. Not important
4. Discuss responses with the class. Point out the differences in responses and the need for understanding individual differences between self and others.
5. Ask students to write a paragraph contrasting their response to an item and the response of another person. They then should write a brief explanation to justify their own position.

Evaluation:

1. Student participation in discussion indicating recognition of relationship of person values to occupations.
2. Student prioritizing values on Activity Sheet A
3. Quality of student written work.

WORK VALUES

Directions: Read the following statements. Choose the one you regard as a work value and underline it. On the space next to the number, put the letter A if the value is very important. Put the letter B if the value is moderately important, and the letter C if the value is not important.

- | | |
|---|--|
| ___ 1. work for organization | vs. self-employed |
| ___ 2. work alone | vs. work with other people |
| ___ 3. structured environment; well defined details and responsibilities. | vs. unstructured work; room for creativity and initiative |
| ___ 4. close supervision | vs. no supervision |
| ___ 5. low level of responsibility; no critical decisions | vs. high level of responsibility; make key decisions |
| ___ 6. short hours; 8 hours maximum | vs. long hours; weekend work usual |
| ___ 7. guaranteed regular hours | vs. possible overtime |
| ___ 8. variety of duties every day | vs. similar duties every day |
| ___ 9. challenges and risks in work | vs. work offers security |
| ___ 10. visible end products; specific achievable goal | vs. can't see results of work; long range goals |
| ___ 11. work for large business | vs. work for small business |
| ___ 12. high prestige and status | vs. low prestige and status |
| ___ 13. many opportunities for advancement and professional development | vs. few opportunities for advancement and professional development |
| ___ 14. live close to work | vs. live half-hour or more from work |
| ___ 15. close work with machines | vs. little work with machines |
| ___ 16. early retirement | vs. work opportunities after 65 |
| ___ 17. frequent travel | vs. little or no travel |
| ___ 18. fast pace, high pressure | vs. slow pace, low pressure |
| ___ 19. work indoors in pleasant environment | vs. work outdoors in all weather |
| ___ 20. willing to relocate anywhere | vs. work in specific geographical area |

MECCA ACTIVITY PLAN

TITLE: OCCUPATIONAL FACTORS (SS74) SUGGESTED GRADE LEVEL: 8-12

INFUSION: SOCIAL STUDIES

LEVEL: EXPLORATION/PREPARATION

GOAL 3: DECISION MAKING

Obj. 3.7 Sets and carries out short term and long range goals by (3.7E) describing how personal activities impact on short term and long range goals; and (3.7G) making daily decisions that are consistent with long term goals.

Materials:

Activity Sheet A - Occupational Goal Factors and pencils
Xerox pages of the Occupational Outlook Handbook that may be of interest to students or have it available for students to use.
Other listings of job clusters might also be appropriate.

Activities:

Teachers Comments:

1. Ask students to use the career resource to determine a number of occupations that are of interest to them.
2. Give students Activity Sheet A and ask them to fill in the occupational goals at the top of the page.
3. Ask students to use the available career resources to complete the rest of Activity Sheet A. (Information under each goal: education/training; money involved, cost or salary; transportation; help provided; experience; other items required..)
4. Students share the information they developed and discuss the ways in which their everyday decisions relate to preparation for occupation. Are students making daily decisions that are consistent with long term goals?

Evaluation:

1. Student discussion indicating understanding of how personal activities impact on short term and long range goals.

=====

Occupational Goal Factors

Directions: List at least two current occupational goals at the top of the Activity Sheet. Then, use a career information source to find out information relevant to that goal. Complete the Activity Sheet by writing in that information.

- A. 1. A current occupational goal is _____.
2. A second possible occupational goal is _____.
- B. For #1 above, complete the following:
- a. Education/training needed _____.
 - b. Money involved (salary and expense) _____.
 - c. Transportation needed _____.
 - d. Help provided by others _____.
 - e. Experiences required _____.
 - f. Other items needed _____.
- B. For #2 goal above, complete the following:
- a. Education/training needed _____.
 - b. Money involved (salary and expense) _____.
 - c. Transportation needed _____.
 - d. Help provided by others _____.
 - e. Experiences required _____.
 - f. Other items needed _____.

MECCA ACTIVITY PLAN

TITLE: MY CHOSEN CAREER (LA157) SUGGESTED GRADE LEVEL: 8-12

INFUSION: LANGUAGE ARTS

LEVEL: AWARENESS

GOAL 1: SELF AWARENESS

OBJ. 1.1 Is aware of personal characteristics including strengths and limitations. (1.1H) Identifies personal values as they relate to work situations.

 Materials:

Paper and pencils

 Activities:

 Teacher Comments:

1. Following a computer or paper and pencil activity regarding career choices, ask students to develop a "decision" sentence about their chosen career.

Ex: "I have chosen teaching as my career because I enjoy working with young people. I like the working conditions, and I think it would be stimulating." Aid students, if necessary by giving them the statement formula:

I have chosen _____ as
my career because _____,
and _____.

2. Direct students to write an essay devoting a full paragraph to each of the three reasons indicated in the "decision" sentence.

3. Allow students time to share the results of their statements and essays with each other.

 Evaluation:

1. Quality of student essay including fluency, organization, and specification of values in chosen career.

MECCA ACTIVITY PLAN

TITLE: SHADOW OBSERVATION (LA 314) SUGGESTED GRADE LEVEL: 9-12

INFUSION: LANGUAGE ARTS

LEVEL: EXPLORATION

GOAL 3: DECISION-MAKING

Obj. 3.6 Indicates decision-making skills needed in preferred occupation by (3.6C) exploring career options in terms of exploring personal decision-making skills.

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS

Obj. 5.2 Uses writing and speaking skills effectively by (5.2D) researching careers according to writing skills needed.

Obj. 5.6 Relates computational skills to careers by (5.6E) identifying computational skills used in preferred occupation.

Materials:

Activity Sheet A - Shadow Observation

Activity Sheet B - Observation Questions

Activity:

Teacher Comments:

1. Arrange, or ask students to arrange, a shadowing experience of a particular person (a "target individual") in the student's preferred occupation. They should plan to observe this person for a period of 1-3 hours.

2. Ask students to use Activity Sheets A & B to record their observations, noting the target individual's use of:

- a. Problem solving techniques.
- b. Decisions made.
- c. Use of writing skills.
- d. Use of computational skills.

Evaluation:

1. Quality of student's completion of Activity Sheets A & B indicating understanding of problem solving and decision making skills needed for preferred occupation and use of writing and computational skills in the occupation.

SHADOW OBSERVATION SHEET

DIRECTIONS: Look for events in the workplace and the way your "target individual" (the person you are observing) deals with these events. Check the appropriate column indicating whether the event was a problem-solving, decision-making, writing, or computational event. Write out as much behavior, including what the target individual said in the space provided.

[illegible]

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OBSERVATION QUESTIONS

DIRECTIONS: Write the answers to the following after you have completed your 3-4 hour observation of a "target individual" in a preferred occupation.

1. What problem-solving skills were observed in the work situation? (What did the "target individual" say or do?)

2. What decisions were made by the "target individual"? (What did she or he say or do?)

3. What writing did the "target individual" do? Can you identify the "skills" needed in this writing?

4. What computational (math) skills did the "target individual" use? Can you identify the "skills" needed in this?

5. What other occupations might use the same decision-making skills?

MECCA ACTIVITY PLAN

TITLE: VALUES, ATTITUDES AND
BEHAVIOR (LA130/SS69)

SUGGESTED GRADE LEVEL: 9-12

INFUSION: LANG. ARTS/SOCIAL ST.

LEVEL: EXPLORATION

GOAL 2: INTERPERSONAL SKILLS

Obj. 2.4 Analyzes differences between personal values and the value orientation of others through (2.4C) comprehending that certain values may not be assigned equal importance by others; (2.4D) reacting well to sharing differences in values with others; and (2.4E.) discussing the significance of differing value orientations in interpersonal relationships and behaviors.

Materials:

Activity Sheet A - Value Worksheet
Paper and pencils

Activities:

Teacher Comments:

1. Introduce this activity by briefly asking student responses to the following:

- a. What are values?
- b. From where do we develop our values?
- c. In what ways do values affect behavior?
- d. How can we find out what we most value in life?

2. Ask students to do the exercises on Activity Sheet A.

3. Discuss student responses with a focus on understanding:

- a. Comprehension that all of us assign our own priority to values.
- b. That interpersonal relations and behavior in the work place are affected by individual value orientations.

Evaluation:

1. Student participation in discussion indicating an understanding of differing value orientations and the effect these have on interpersonal relations and behavior at home or in the work world.

=====

VALUE WORKSHEET

Directions: Read the following situational stories and make your own decision as to the values they represent.

1. You have been given a free afternoon to participate in one of the following activities. Indicate which activity would be the most important to you, then rank the others in descending order of importance by placing a numeral in front of each activity.

- ___ a. Assist your friends with arrangements for a school dance.
- ___ b. Do an extra homework assignment to improve your grade.
- ___ c. Help your brother or sister with a school project.
- ___ d. Spend some time with your father to learn about his job.
- ___ e. Assist the family by raking the yard.
- ___ f. Participate in a demonstration favoring air pollution control.
- ___ g. Take a walk by yourself.
- ___ h. Visit old people in a nearby convalescent home.
- ___ i. Write a letter to a close friend who has moved away.

On the reverse side of this paper, briefly explain the reasons for you first choice. Indicate what values you think your choice represents.

2. For each situation below, decide whether a value is present. On the reverse side of the paper, note the value and give the reason for your decision.

a. Tommy Rivers believes in being loyal to friends. Lately, he has made friends with a classmate from the bad section of town. Tommy has not told his mother about this friend because he knows she would not approve. What is Tommy showing he values?

b. Ellen Rafkin got up in front of the whole class and told them what she thought of the 30 New Yorkers who heard a woman screaming and did not call the police because they did not want to get involved. On the way home from school, she saw a sixth grader beating up a third grade student. "That's too bad," Ellen said, "but, I'll bet the little kid is the big one's brother." Is concern for others a value for Ellen?

c. Since she was very little, Tabia has not been able to get away with lying. Whenever she tried, she turned a bright red. She has not considered telling a lie for years because she knows she will be found out. Is truthfulness a value for her?

REMEMBER TO WRITE OUT YOUR ANSWERS ON THE REVERSE SIDE OF THIS PAPER.

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MECCA ACTIVITY PLAN

TITLE: INTERVIEW RESPONSES (LA170) SUGGESTED GRADE LEVEL: 9-12

INFUSION: LANGUAGE ARTS

LEVEL: PREPARATION

GOAL 7: SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDINGS

GOAL 9: MARKETABLE SKILLS

OBJ. 7.5 Is aware of the need to eliminate sex bias by (7.5D) recognizing the effects of sex role stereotyping on individuals.

OBJ. 9.2 Uses job seeking and job holding skills by (9.2G) exhibiting interview skills.

Materials:

Activity Sheet A The Formal Structured Interview (one per stud.)

Activity Sheet B Questions in Violation of the Law (instructor)

Activities:

Teacher Comment:

1. Ask students to read the questions on Activity Sheet A. Ask them which questions they think it is no longer legal to ask. Why? How could they find out? Instructor has Activity Sheet B as a resource, but students may generate other ideas for solving the problems of legality. Students should cross out illegal questions.
2. Pair students with a partner. Ask them to role-play an interview session using the Activity A questions, but eliminating illegal questions.
3. Following role-play: Sharing session questions:
 - a. What was the most difficult question to answer?
 - b. What other responses might be made to specific questions?
 - c. If you were an employer, would you hire the applicant? Why?
 - d. What other questions might be asked by the interviewer?
4. Ask students to prepare a statement on the social and political implications of sex-role stereotyping.

Evaluation:

1. Student verbal presentation of interview skills.
2. Student statement indicating understanding of the effects of sex-role stereotyping.

The Formal Structured Interview

1. Is that Miss or Mrs?
2. Do you have any relatives that work for our company?
3. How did you make the decision to apply for a position with Us?
4. How old are you? Are you married? Any plans to marry in the near future?
5. Where did you go to school? What were your favorite subjects? Were your grades an accurate indication of your ability?
6. I notice in (high school) you took _____. What did you learn in that class that will help you on this job?
7. Do you belong to any professional organizations? What is the benefit of that organization?
8. Have you ever been arrested? Have you ever been convicted of a crime?
9. Do you have any disabilities?
10. If I hire you, will there be any holidays that you will need to have off?
11. Are you a citizen of the United States? Do you have proof of your citizenship?
12. Are you currently employed? What do you like best about your job?
13. What have your previous co-workers thought or said about your work?
14. Why did you leave your former place of employment?
15. What qualification do you have that will make you successful with our company?
16. I notice on your job application form, you state you are "aggressive, and outgoing." You "find what needs to be done and then get it done." Give an example of this.
17. Are you good at supervising people? Give an example.

18. What motivates you to do your best effort?
19. What goals have you set for yourself? What steps have you taken toward achieving them?
20. If you could change your personality in one way, what would you change?
21. What do you know about our company?
22. Why are you interested in going to work for our company?
23. What criteria are you using to evaluate the company for which you hope to work?
24. Do you think you would be able to work successfully if you were supervised by a woman?
25. What salary are you expecting if I decide to hire you?
26. What questions would you like to ask?

Questions in Violation of the Laws

On the Formal Structured Interview, the following question were violations of personal rights.

- #1 Violation of Title IX - Educational Amendments of 1972.
 - #4 Can ask: Are you between 18-65.
 - #7 Might reveal ethnic background or religion.
 - #8 "Arrested" No, Violation of Title VII.
 - #9 Can ask: "Do you have any impairments which would interfere with your ability to perform the job for which you applied?"
 - #10 Violation of Title VII...Equal Employment Opportunity Act of 1972.
 - #11 Proof may be required after hiring; otherwise, in violation of Title VII.
-

MECCA ACTIVITY PLAN

TITLE: GUESS WHO'S COMING TO DINNER SUGGESTED GRADE LEVEL: 9-12
(LA156)

INFUSION: LANGUAGE ARTS

LEVEL: AWARENESS/EXPLORATION

GOAL 1: SELF AWARENESS

OBJ. 1.4 Identifies personal values, interests, and needs by (1.4H) viewing self and others in terms of values and needs.

GOAL 2: INTERPERSONAL SKILLS

OBJ. 2.3 Works with others regardless of sex, race, and cultural differences by (2.3C) comprehending certain values may not be assigned equal importance by others; and (2.3F) working well with others.

Materials:

Paper and pencils

Activities:

Teacher Comment:

Note: This activity should follow discussion or another activity relating to personal values.

1. Assign the topic "Guess who's coming to dinner" for a student writing topic. Students may invite anyone who has ever lived to their home for dinner according to the following:

- a. Guests are limited to 10 in number
- b. They must describe each guest
- c. Tell why this guest was chosen
- d. Identify values each guest holds as important

2. Arrange students in small groups for the purpose of sharing their writing. Ask them to discuss at least one guest per student with the following question in mind: Are student guest's values a reflection of the students own values?

Evaluation

1. Quality of student's written paragraph including specifics as listed above.
2. Ability to constructively listen and discuss in small groups.

MECCA ACTIVITY PLAN

TITLE: RELATIONSHIP SKILLS (SS99) SUGGESTED GRADE LEVEL: 9-12

INFUSION: SOCIAL STUDIES

LEVEL: AWARENESS

GOAL 1: SELF AWARENESS

OBJ. 1.1 Is aware of personal characteristics including strengths and limitations through (1.1M) describing personal strengths and limitations in an interview.

GOAL 2: INTERPERSONAL SKILLS

OBJ. 2.5 Affirms the need for positive interpersonal relationships by (2.5H) identifying instances in which interpersonal relationships are essential to personal and group effectiveness.

Materials:

Activity Sheets A and B - Relationships Skills (one per student)
Pencils

Activities:

Teacher Comment:

1. Discuss the need for positive interpersonal relationships which will support individual and group effectiveness. Identify areas of interpersonal relationships, such as those that are headings on the Activity Sheets.

2. Give students copies of Activity Sheets A and B and encourage them to respond to the items to the best of their ability.

3. Ask students to complete the additional assignment/homework as a part of completing the activity sheets.

4. In a group setting, encourage students who wish to do so to make an appointment with you to discuss areas for improvement. Stress the need to view interpersonal relations as essential to personal effectiveness on and off the job.

Evaluation:

1. Student development of instances when interpersonal relationships are essential to personal or group effectiveness.
2. Students ability to objectively describe personal strengths and limitations.

=====

Relationship Skills

The following activity sheet will help you think about various aspects of your relationships with others and your skills in group situations. These skills are particularly important to you because they will increase your personal effectiveness in working with people on or off the job. Knowing how you rate yourself on these skills allows you to set priorities for your own development and helps you control your own life.

Directions:

1. Read through the lists and decide which of the items you are able to do easily; which you are hesitant about doing; or those in which you feel a need to improve. Check after each item in the appropriate column.

2. As an additional, or homework assignment: a) provide an example of at least one item in each area that you do easily and how it relates to your personal effectiveness; and b) give an example of one skill you feel you would like to improve and the steps you plan to take toward improvement.

	DO EASILY	HESITANT TO DO	NEED TO IMPROVE
EMOTIONAL EXPRESSIVENESS: DO I....			
1. Share what I feel with others?_____			
2. Hide my emotions?_____			
3. Disagree openly with others?_____			
4. Become sarcastic with others?_____			
5. Express warm feelings?_____			
6. Express gratitude?_____			
FACING AND ACCEPTING EMOTIONAL SITUATIONS: I AM....			
1. Able to face conflict._____			
2. Able to face closeness/affection._____			
3. Able to face disappointment._____			
4. Able to stand silence._____			
5. Able to stand tension._____			
6. Able to stand up for myself._____			

	DO EASILY	HESITANT TO DO	NEED TO IMPROVE
SOCIAL RELATIONSHIPS: I FEEL I...			
1. Compete to outdo others _____			
2. Act dominant toward others _____			
3. Trust others. _____			
4. Am helpful to others. _____			
5. Am protective toward others. _____			
6. Like to call attention to myself _____			
7. Go along with "the crowd" _____			
GENERAL: I FEEL I....			
1. Understand why I do what I do. _____			
2. Ask others for feedback on my behavior _____			
3. Accept help willingly. _____			
4. Can make decisions firmly. _____			
5. Criticize myself frequently. _____			
6. Can wait patiently for others _____			
OBSERVING ABILITY: I AM ABLE TO...			
1. Note tension in a group. _____			
2. Note who talks to whom in a group and who is left out. _____			
3. Sense the feelings of others. _____			
4. Sense interest level of others. _____			

MECCA ACTIVITY PLAN

TITLE: VALUE OF READING (LA140) SUGGESTED GRADE LEVEL: 9-12

INFUSION: ENGLISH

LEVEL: AWARENESS

GOAL 5: COMMUNICATION AND COMPUTATION

Obj. 5.3 Relates communication skills to careers by (5.3C) identifying communication skills needed in a variety of career clusters and levels and (5.3D) identifying and mastering communication skills used in preferred occupation.

GOAL 6: CAREER IMPLICATIONS OF SUBJECT MATTER

Obj. 6.2 Relates specific school experiences to job requirements by (6.2C) understanding career implications of specific subject matter.

Materials:

Paper and pencils

Activity Sheet A - Why Read Well

Activities:

Teacher Comments:

1. Introduce or review concepts and practices of reading by using Activity Sheet A.

2. Lead discussion of value of reading well for various careers.

3. Ask students to write a paragraph on the personal value of good reading abilities.

4. Ask students to select one of the following occupations and write a second paragraph explaining specifically why reading is important to that job.

a. housewife	b. auto mechanic
c. electronic engineer	d. college student
e. carpenter	f. stenographer
g. physician	h. printer
i. draftsman	j. practical nurse

5. Ask students to share their paragraphs in a group.

Evaluation:

1. Student writing giving explanation of the importance of reading to various occupations.

Why Read Well?

You are attending school in a period when great emphasis is being placed in learning. Schools are revising their curricula upwards and many high schools are even including subjects which were once taught in colleges.

Even if you don't intend to go on to college, this emphasis on learning affects you, because more and more there is less and less place in this country for uneducated, the unskilled, the illiterate.

No matter what skilled trade or profession you pursue, whether auto mechanic or physician, the reading demands in your work are heavy. Discuss this statement.

Reading figures in just about all of your work in school. Don't you have reading assignments for nearly every subject? How can you prepare your work if you can't read well? Those of you who are poor readers know the answer to this one. It's tough, and you don't do so well. Better reading means better schoolwork.

Now project yourself a few years, and you are looking for a job. Many jobs are filled on the basis of written tests. You are familiar with civil service. These written tests not only check your knowledge, they check your ability to read. Even if your knowledge is extensive, you won't pass that test unless you understand quickly what is required of you. Better reading means better opportunities.

Success in a job often depends largely on reading ability. How does one keep up to date in a trade or profession? What are the newest materials, methods, ideas? Certainly your work will change with the years, you will need to keep abreast. If you won't or can't, you'll fall behind or even fall out. Better reading means better job success.

What shall we regard to the importance of reading for those who go on to college? Is it necessary to say anything? Hardly. Anyway, we will say it. Success in college depends on good reading.

Then there is that other very important aspect of our lives, our personal and social selves. What does a good reading ability do to enhance these phases of our existence? Can reading help make us more successful as social and personal beings? How? Suppose you talk about this. See if a good case can be made for the affirmative of this proposition. Better reading means greater social and personal success.

Add these to your vocabulary:

curriculum (pl. curricula)
emphasis
illiterate
project
basis (pl. bases)
affirmative

aspect
social
personal
enhance
phase
proposition

MECCA ACTIVITY PLAN

TITLE: CAPABILITIES, LIMITATIONS
& CAREER SELECTION (LA120/SS62)

SUGGESTED GRADE LEVEL: 9-12

INFUSION: LANG. ARTS/SOCIAL ST.

LEVEL: PREPARATION

GOAL 1: SELF AWARENESS

Obj. 1.5 Relates personal needs, values, and interests to behavior, decisions and careers by (1.5I) identifying and prioritizing values.

GOAL 6: CAREER IMPLICATIONS OF SUBJECT MATTER

Obj. 6.1 Identifies career implications of school experiences by (6.1 E) applying knowledge and skills learned in school to personal life.

Materials:

Activity Sheets A-F - School Education and Work Values
(Source: H. E. Figler, The Path Program, Perth Amboy, N.J.)
Pencils

Activities:

Teacher Comments:

1. Give Activity Sheets A, B, C, to students and ask them to identify school subjects, likes and dislikes, values of each, self assessment of abilities and limitations using suggested resource.

2. Ask students to identify and classify characteristics from their activities that relate to service (people-oriented) and technical (object-oriented) occupations.

3. Give students Activity Sheets D, E, F and ask them to rate satisfaction derived from jobs using the suggested resource.

Evaluation:

1. Each student's final list of values and abilities.
2. Indication of student understanding of the relationship between school subjects and careers.

SCHOOL EDUCATION

- (1) What have you liked best about your school years, grades 5 through 8? Name anything that comes to mind - academic studies, social contacts, club and extra-curricular activities.

- (2) Which of the specific academic areas did you like best? In the columns below, name the subjects you liked in the first column and write in the second column the reasons you believe they had value to you.

SubjectValue

(Example:

Taught me to work out numerical problems in my head

Math

Showed me the beauty of words and how to use them to express ideas)

English

- (2) Favorite subjects, continued:

SubjectValue

- (3) Which subjects do you do best? In the first column below, list those subjects and then, in the second column, tell as specifically as you can what particular abilities you used to perform well in these subjects.

SubjectAbility

(Example:
English

Spanish

Able to express myself clearly in
writing
Able to memorize new vocabulary,
ear for language inflections

- (4) Which out-of-class activities did you like best during school? Include anything you did away from the classroom regardless of whether or not it took place on the school grounds or was sponsored by the school. Tell specifically what you liked best about each activity under the column labelled "Value".

ActivityValue

(Example:
Reading Mystery
novels

Helped me to understand human
behavior)

- (5) Which out-of-class activities did you do best? For what special talents were you known by your peers? What specific ability was represented by this talent? Use the columns below to review these activities and abilities.

ActivityAbility

(Example:

Assisted in coaching local
little league team

Accurate memory for facts and
figures, rules and regulations)

Now look at the Values and Abilities you have identified for yourself in the five questions. You will use some of this information later in the program to help you evaluate career possibilities.

From these Values and Abilities, select those you think may be relevant to your career potential and enter them in the boxes below. Enter only those Values and Abilities which you feel are as strong now as they were during grades 5-8 and which have relevance for a possible future career.

VALUESABILITIES

one world is filled with people trying to do what they must
 escape, after 5:00 P.M. (Richard Bolles)



WORK VALUES

Part One: Rating Satisfaction from Work

- (1) The following list describes a wide variety of satisfactions that people obtain from their jobs. Look at the definitions of these various satisfactions and rate the degree of importance that you would assign to each for yourself, using the scale below:

- 1 = Not important at all
- 2 = Not very important
- 3 = Reasonably important
- 4 = Very important in my choice of career

- Help Society: Do something to contribute to the betterment of the world I live in.
- Help Others: Be involved in helping other people in a direct way, either individually or in small groups.
- Public Contact: Have a lot of day-to-day contact with people.
- Work with Others: Have close working relationships with a group; work as a team toward common goals.
- Affiliation: Be recognized as a member of a particular organization.
- Friendships: Develop close personal relationships with people as a result of my work activities.
- Competition: Engage in activities which pit my abilities against others where there are clear win-and-lose outcomes.

- Make Decisions: Have the power to decide courses of action, policies, etc.
- Work under Pressure: Work in situations where time pressure is prevalent and/or the quality of my work is judged critically by supervisors, customers or others.
- Power and Authority: Control the work activities or (partially) the destinies of other people.
- Influence People: Be in a position to change attitudes or opinions of other people.
- Work Alone: Do projects by myself, without any significant amount of contact with others.
- Knowledge: Engage myself in the pursuit of knowledge, truth and understanding.
- Intellectual Status: Be regarded as a person of high intellectual prowess or as one who is an acknowledged "expert" in a given field.
- Artistic Creativity: Engage in creative work in any of several art forms.
- Creativity (general): Create new ideas, programs, organizational structures or anything else not following a format previously developed by others.
- Aesthetics: Be involved in studying or appreciating the beauty of things, ideas, etc.
- Supervision: Have a job in which I am directly responsible for the work done by others.
- Change and Variety: Have work responsibilities which frequently change in their content and setting.
- Precision Work: Work in situations where there is very little tolerance for error.
- Stability: Have a work routine and job duties that are largely predictable and not likely to change over a long period of time.
- Security: Be assured of keeping my job and a reasonable financial reward.
- Fast Pace: Work in circumstances where there is a high pace of activity, work must be done rapidly
- Recognition: Be recognized for the quality of my work in some visible or public way.
- Excitement: Experience a high degree of (or frequent) excitement in the course of my work.
- Adventure: Have work duties which involve frequent risk-taking.
- Profit, Gain: Have a strong likelihood of accumulating large amounts of money or other material gain.
- Independence: Be able to determine the nature of my work without significant direction from others; not have to do what others tell me to.

- Moral Fulfillment: Feel that my work is contributing significantly to a set of moral standards which I feel are very important.
- Location: Find a place to live (town, geographical area) which is conducive to my life style and affords me the opportunity to do the things I enjoy most.
- Community: Live in a town or city where I can get involved in community affairs.
- Physical Challenge: Have a job that makes physical demands which I would find rewarding.
- Time Freedom: Have work responsibilities which I can work at according to my own time schedule; no specific working hours required.

- (2) Now choose four of these Work Values which are the most important to you and write them in the box below. Each of these values will be relevant to the career exploration that you will do in later exercises. If you can think of any other work values (desired satisfactions) that are not included in the list above and which are especially important to you, add them to the four values you list in the box.

(Example: Recognition
 Help Others
 Creativity
 Independence)

WORK VALUES

MECCA ACTIVITY PLAN

TITLE: WRITING IN THE WORK SUGGESTED GRADE LEVEL: 9-12
 WORLD (LA138)

INFUSION: ENGLISH

LEVEL: EXPLORATION/PREPARATION

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS

Obj. 5.2 Uses writing and speaking skills effectively (5.2 C) and (5.2E) in diverse ways both in and out of school.

Materials:

Paper and Pencils

Activity Sheet A - Writing Paragraphs

Activities:

Teacher Comments:

1. Introduce or review concepts of topic sentences and paragraphs.
2. Give students Activity Sheet A and ask them to do the exercises listed creating job-related topic sentences, paragraphs and compositions.
3. In the class group, ask students to share the results of their work on Activity Sheet A.

Evaluation:

1. Student understanding of topic sentences and paragraph writing.
2. Student understanding of the relationships between career and writing abilities as indicated in the content of their paragraphs.

=====

WRITING PARAGRAPHS

Directions: Write the answers to questions 1 and 2 on this paper. Use composition paper to answer the remaining questions.

1. What are the ingredients of a good paragraph?
2. Why do we use paragraphs in our writing?
3. Write a topic sentence that might serve to introduce a paragraph on each of the following:
 - a. A trade or profession in which you are interested.
 - b. Getting along with people.
 - c. Getting a job.
 - d. The value of good appearance to job success.
 - e. The value of cleanliness to job success.
 - f. The value of English in vocational life.
 - g. The value of a hobby as preparation for job skills.
 - h. The importance of reading to job success.
 - i. Responsibility on the job.
 - j. Money earned on the job.
4. Expand on point f above - the value of English to vocational life, and on two other sentences you have written, making them into complete paragraphs following good form.

MECCA ACTIVITY PLAN

TITLE: VALUES APPRAISAL SCALE
(LA124/SS66)

SUGGESTED GRADE LEVEL: 10-12

INFUSION: LANG. ARTS/SOCIAL ST.

LEVEL: EXPLORATION/PREPARATION

GOAL 1: SELF AWARENESS

Obj. 1.5 Relates personal needs, values and interests to behavior, decisions and careers by (1.5J) describing relationships between needs, values, interests and occupational choice.

Materials:

Activity Sheets A- F - Values Appraisal Scale (one per student)
Activity Sheet G- Scoring Sheet (one per student)
Pencils

Activities:

Teacher Comments:

Note: Allow approximately one hour for students to complete the Values Appraisal Scale (includes scoring).

1. Give students the Values Appraisal Scale and allow time for completion.
2. Give students the Scoring Sheet as they complete the Scale.
3. Discuss with students the ten value areas of the scale emphasizing the distinctions between needs, values, and interests related to occupational choice.
4. (Follow-up) Ask students to write one paragraph relating their career explorations to the areas they ranked highest.

Option: Individual interviews with students.

Evaluation:

1. Student participation in discussion indicating understanding of the distinction among needs, interests, and values as related to occupational choice.
2. (Follow-up) Quality of student writing relating career choice to areas ranked the highest on the Scale.

=====

Values Appraisal Scale

Directions: Read the 100 statements. Check the appropriate column: a. If a statement is definitely true, check 10.
 b. If a statement is mostly true, check 7.
 c. If you are undecided whether a statement is true or false, check 5.
 d. If a statement is mostly false, check 3.
 e. If a statement is definitely false, check 0.

	10	7	4	3	0
1. I have a regular physical checkup each year._____					
2. I will regularly take my children to church._____					
3. I enjoy attending musical concerts._____					
4. It is important to me to have lots of friends._____					
5. I donate to charities which are worthwhile._____					
6. I envy the way movie stars are recognized wherever they go._____					
7. I would like to have enough money to retire by the time I am 50._____					
8. I would rather spend an evening at home with my family than out with friends._____					
9. I enjoy making decisions which involve other people._____					
10. If I had talent, I would like to write songs._____					
11. I have a close relationship with either of my parents._____					
12. I have taught a Sunday school class or otherwise taken an active part in my church._____					
13. I am willing to spend time helping another student who is having difficulty with studies._____					
14. Even at the same salary, I would rather be boss than just another worker._____					
15. I have a special appreciation for beautiful things._____					

	10	7	5	3	0
16. If I had talent, I would like to appear regularly on TV. _____					
17. I would like to counsel people and help them with their problems. _____					
18. I would enjoy associating with movie stars or other celebrities. _____					
19. I have a regular dental checkup at least once a year. _____					
20. I enjoy writing short stories. _____					
21. I would rather spend a summer working to earn money than go on a paid vacation. _____					
22. I like to attend parties. _____					
23. I think it would be fun to write a play for TV. _____					
24. I believe prayers are answered. _____					
25. I prefer being an officer rather than just a club member. _____					
26. I would spend my last \$100. for needed dental work rather than for a week's vacation at my favorite resort. _____					
27. I enjoy giving presents to members of my family. _____					
28. If I were a teacher, I would rather teach poetry than math. _____					
29. I often daydream about things that I would like to have if I had the money. _____					
30. I enjoy giving parties. _____					
31. I am willing to write letters for old or sick people. _____					
32. It would be very satisfying to act in movies or on TV. _____					
33. When I am ill, I usually see or call a doctor. _____					

	10	7	5	3	0
34. I believe that tithing (giving 10% of earnings to the church) is one's duty. _____					
35. I enjoy taking part in the discussion at my family dinner table. _____					
36. I enjoy visiting art museums. _____					
37. I like to write poetry. _____					
38. I like to be around other people most of the time. _____					
39. When with a friend, I like to be the one who decides what we will do or where we will go. _____					
40. Someday I would like to live in a large, expensive house. _____					
41. I believe in prayer. _____					
42. If I knew a family which had no food for a holiday, I would try to provide it. _____					
43. I like to spend holidays with my family. _____					
44. I like to see my name in print (newspaper). _____					
45. I would rather take a class in freehand drawing than a class in mathematics. _____					
46. I do not like to spend an entire evening alone. _____					
47. If the salary were the same, I would rather be a school principal than a teacher. _____					
48. I have expensive tastes. _____					
49. I can tell the difference between a fine painting or drawing and an ordinary one. _____					
50. If I had regular headaches, I would go to the doctor even though aspirin lessens the pain. _____					
51. I have several very close friends. _____					
52. I expect to provide music lessons to my child. _____					

	10	7	5	3	0
53. It is important that grace be said before meals. _____					
54. I sometimes miss sleep to visit with late company. _____					
55. I usually get at least 8 hours sleep each night. _____					
56. I like to design things. _____					
57. I would like to be looked up to for my accomplishments. _____					
58. I would feel a sense of satisfaction from nursing a sick person back to health. _____					
59. I care what my family things about the things I do. _____					
60. I daydream about making a lot of money. _____					
61. I like to be chairperson at meetings. _____					
62. It is thrilling to come up with an original idea and put it to use. _____					
63. I believe in life after death. _____					
64. I would welcome a person of another race as a neighbor. _____					
65. If I were in the TV field, I would rather be an actor than a script writer. _____					
66. I enjoy decorating my room at home. _____					
67. I enjoy a picnic with my family. _____					
68. As an adult, I want to earn a much higher salary than the average worker. _____					
69. I am careful to eat a balanced diet each day. _____					
70. I often influence other students concerning the classes in which they enroll. _____					
71. I would like to be written up in Who's Who. _____					

	10	7	5	3	0
72. I read the Bible or other religious writings regularly. _____					
73. If I were in the clothing industry, I would enjoy creating new styles. _____					
74. I look forward to an evening out with a group of friends. _____					
75. When I am with a group of people, I like to be the one in charge. _____					
76. I dislike being financially dependent on others. _____					
77. When a friend is in trouble, I feel I must comfort him or her. _____					
78. I love my family. _____					
79. I never skip meals. _____					
80. I have a collection of phonograph records or audio/cassettes. _____					
81. I have a particular friend with whom I discuss personal problems. _____					
82. I believe it is important to worship in church or privately. _____					
83. I enjoy buying clothes for members of my family. _____					
84. I enjoy having people recognize me wherever I may be. _____					
85. I like to plan activities for others. _____					
86. I do not smoke. _____					
87. I feel good when I do things which help others. _____					
88. Someday, I would like to write a novel. _____					
89. I would put up with undesirable living conditions in order to work at a job that paid extremely well. _____					

	10	7	5	3	0
90. I belong to several clubs and organizations._____					
91. I can ask a "higher being" for forgiveness and my sins are forgiven._____					
92. I would enjoy having my picture in the school year book more (more pictures) than it has been in the past._____					
93. I often organize group activities._____					
94. When I see a newly constructed building, I consider its beauty as much as its practical use._____					
95. I respect my adult family members._____					
96. I like to design or make things that have not been made before._____					
97. Some of the hobbies I would like to engage in are quite expensive._____					
98. I enjoy classical music._____					
99. I would never use potentially harmful drugs because of what they might do to my body._____					
100. I am kind to animals._____					

Scoring: For each of the 10 values, record the answer marked with a circle for the statements indicated.

FAME Statement	MONEY Statement	POWER Statement	RELIGION Statement	HUMANISM Statement
6 _____	7 _____	9 _____	2 _____	5 _____
16 _____	21 _____	14 _____	12 _____	13 _____
18 _____	29 _____	25 _____	24 _____	17 _____
32 _____	40 _____	39 _____	34 _____	31 _____
44 _____	48 _____	47 _____	41 _____	42 _____
57 _____	60 _____	61 _____	53 _____	58 _____
65 _____	68 _____	70 _____	63 _____	64 _____
71 _____	76 _____	75 _____	72 _____	77 _____
84 _____	89 _____	85 _____	82 _____	87 _____
92 _____	97 _____	93 _____	91 _____	100 _____
Total _____	Total _____	Total _____	Total _____	Total _____

FAMILY Statement	HEALTH Statement	AESTHETIC Statement	CREATIVE Statement	SOCIAL Statement
8 _____	1 _____	3 _____	10 _____	4 _____
11 _____	19 _____	15 _____	20 _____	22 _____
27 _____	26 _____	28 _____	23 _____	30 _____
35 _____	33 _____	36 _____	37 _____	38 _____
43 _____	50 _____	49 _____	45 _____	46 _____
59 _____	55 _____	52 _____	56 _____	51 _____
67 _____	69 _____	66 _____	62 _____	54 _____
78 _____	79 _____	80 _____	73 _____	74 _____
83 _____	86 _____	94 _____	88 _____	81 _____
95 _____	99 _____	98 _____	96 _____	90 _____
Total _____	Total _____	Total _____	Total _____	Total _____

Totals: Fame _____ Money _____ Power _____ Religion _____
 Humanism _____ Family _____ Health _____ Aesthetic _____
 Creative _____ Social _____

MECCA ACTIVITY PLAN

TITLE: MARBLES INTERVIEW (LA110) SUGGESTED GRADE LEVEL:10-12

INFUSION: LANGUAGE ARTS

LEVEL: PREPARATION

GOAL 9: MARKETABLE SKILLS AND ADAPTABILITY

OBJ. 9.2 Uses job seeking and job holding skills by (9.2G) exhibiting interview skills.

Materials:

5 marbles per student

Occupational Outlook Handbook

Activities:

Teacher Comments:

Note: prior research on occupations chosen by students is required for this activity.

1. Discuss interview techniques: the need for prior research before an interview; use of open-ended questions which require more than a yes or no answer and tend to facilitate the exchange of information.

2. Organize the group into pairs of students. Each will have an opportunity to interview and be interviewed about their prior occupational research.

3. Give each student being interviewed 5 marbles. Each time the interviewee answers a question with yes or no, the student will give one marble to the interviewer.

4. Students who loose all their marbles drop out of the game.

Evaluation:

1. Student ability to prepare and conduct an effective interview.
2. Student ability to be interviewed with a focus on the exchange of information.

MECCA ACTIVITY PLAN

TITLE: RESUME WORKSHEET (LA171) SUGGESTED GRADE LEVEL: 10-12

INFUSION: LANGUAGE ARTS

LEVEL: PREPARATION

GOAL 9: MARKETABLE SKILLS AND ADAPTABILITY

OBJ. 9.2 Uses job seeking and job holding skills by (9.2H) being able to write a resume.

Materials:

Activity Sheets A,B (one per student)

Activities:

Teacher Comments:

1. Define a resume and review the need for preparing a resume.

- a. To inform employers about your background.
- b. An aid in filling out applications for a job.
- c. To leave as a reminder after an interview.

2. Review criteria for preparing a resume: organization, neatness, and accuracy. (Activity Sheet A)

3. Ask students to use the worksheet helping them develop their personal job resume.

4. Ask students to type their resume from the worksheet and add a covering letter as an application for a specific job. (See Activity Plan "Tips for Writing an Application Letter" LA149.)

(Option) Role-play a situation where an employee presents the resume to an employer.

Evaluation:

Quality of the final resume and covering letter for a specific job application.

A Resume

A job resume is a written statement telling about your education and work experience.

Advantages

1. Resumes can be sent to employers along with a letter of inquiry when you are seeking a job.
2. Resumes can be left with an employer following an interview to remind him/her of your qualifications.
3. Resumes are useful in helping you complete a job application.

Hints for Completing a Resume

1. NEATNESS. Make certain the resume is neat and clean and presents you in that manner.
2. TYPED FORM. This adds to the neatness. If you don't type, ask someone to type for you. Make certain there are no typographical errors.
3. ACCURACY. Spelling is important and creates a positive impression for you with an employer. All information must be accurate and specific.
4. ORGANIZATION. The way you prepare and organize the information on your resume reflects your organizational skills.

Resume Worksheet

Personal Information

Name:

Address:

Telephone:

Age:

Health:

Education

School(s)

Date completed

Degree

School ActivitiesInterests & HobbiesWork Experience

Employer

Position

From

To

Duties

References

1.

2.

3.

MECCA ACTIVITY PLAN

TITLE: JOB SOURCES (LA168)

SUGGESTED GRADE LEVEL: 10-12

INFUSION: LANGUAGE ARTS

LEVEL: PREPARATION

GOAL 9: MARKETABLE SKILLS AND ADAPTABILITY

OBJ. 9.2 Uses job seeking and job holding skills by (9.2E) knowing the sources of job information.

 Materials:

Activity sheet A,B Sources for Finding Jobs (one per student)
 Want ad pages torn from newspaper
 Telephone directory
 Pencils

 Activities:

Teacher Comments:

1. Brainstorm places or resources in the community where job information can be found (Employment service, want ads, friends, relatives, bulletin boards, college posters, individual employers, school placement offices.)
2. Give students Activity Sheets A & B and ask them to complete it.
3. Ask students to share their information with the group.

 Evaluation:

Completed Activity Sheet indicating student knows the sources of job information in the local area.

SOURCES FOR FINDING JOBS

Record information below regarding resources you have to use in seeking a job.

1. Does your school have a placement office? Where is it located? Who is in charge of the office? List contact persons, such as, counselors, teachers, or co-op coordinators who may be able to help you find a job.

Contact persons:

Telephone:

2. Want ads are a source of jobs. Write the name of your local newspaper and the classification number(s) of jobs listed.

Newspaper name:

Classification No:

3. The Yellow Pages of the telephone book may also offer job leads and will give you an idea of the different kinds of companies in your area. Write the names, addresses, and telephone numbers of the companies that might have the type of job you would like.

Company:

Address:

Telephone No:

Do you know anyone who works for any of these companies? If so, write their--
Name: Address: Telephone No:

4. Friends and relatives are another source of job leads. Record the names of people who work for an employer having a position like the one you would like to have.

Name:

Work Location:

Duties:

5. Public employment agencies are set up to help people find jobs. Your local Employment Security Office performs many services. List the nearest office:

Name of Office: _____

Address: _____

_____ Telephone No.: _____

6. Many employers use private employment agencies to screen applications if they do not have a personnel office. List the private employment agencies in your area.

Name: _____ Location: _____ Telephone No.: _____

7. If there are large companies in your area that have positions like you would like, visit them to see if they have any jobs posted. Write the names, addresses and telephone number of large companies who have employment offices.

Name: _____ Address: _____ Telephone No.: _____

1. _____
2. _____
3. _____
4. _____

In the space below, write directions to the above offices:

8. Local colleges often have bulletin boards on which they list job openings in the area. List the colleges in your local area.

MECCA ACTIVITY PLAN

TITLE: INTERVIEW CHARACTERISTICS SUGGESTED GRADE LEVEL: 10-12
(LA174)

INFUSION: LANGUAGE ARTS

LEVEL: PREPARATION

GOAL 9: MARKETABLE SKILLS AND ADAPTABILITY

OBJ. 9.2 Uses job seeking and job holding skills by (9.2G)
exhibiting interview skills.

Materials

Activity Sheet A Interview Characteristics (one per student)
Paper and pencil

Activities:

Teacher Comments:

1. Suggest to students that people sometimes are not hired because of negative qualities exhibited during an interview.
2. Ask students to use Activity Sheet A by writing in the opposite positive characteristic for each negative characteristic.
3. Ask students to role-play a job interview for a summer or after school job in the following areas: Temporary office job, landscaping job, fast food worker, cook.
4. Ask students to write a script for an interview which exhibits positive interview behavior.

Evaluation:

1. Quality of student completed Activity Sheet.
2. Role-playing behavior.
3. Script indicating understanding of positive interview behavior.

Interview CharacteristicsNegative CharacteristicsPositive Characteristics
(fill in the opposite)

- a. poor personal appearance
 - b. nasty attitude
 - c. too interested in salary
 - d. unsure why wants this job
 - e. sloppy in filling out application
 - f. immature actions
 - g. late to interview
 - h. low moral standards
 - i. appeared lazy or lethargic
 - j. avoided eye contact
 - k. no (or poor) work record
 - l. no knowledge of company
 - m. lack of goals or direction
 - n. talks about personal problems
 - o. not willing to take an entry job
 - p. pretended to "know it all"
 - q. lacked confidence
 - r. lacked a sense of humor
 - s. showed poor manners
 - t. was impolite
 - u. unable to communicate
 - v. could not make decisions
-

MECCA ACTIVITY SHEET

TITLE: PERTINENT INFORMATION (LA169) SUGGESTED GRADE LEVEL:10-12

INFUSION: LANGUAGE ARTS

LEVEL: PREPARATION

GOAL 9: MARKETABLE SKILLS AND ADAPTABILITY

OBJ. 9.2 Uses job seeking and job holding skills by (9.2H) being able to write a resume or complete a job application.

Materials:Activity Sheet A Pertinent Information for a Job Application
(one per student)

Pencils

Activities:

Teacher Comments:

1. Talk with students about the kinds of information usually requested on a job application form. Ask students to think of: previous addresses; schools attended; skills obtained in use of machinery or equipment; languages spoken fluently; and the names of three references.
 2. Give students the Activity Sheet for completion. Emphasize that most job applications will request similar information.
 3. Suggest students carry this sheet with them when making a job application.
- (Option) Students can develop a resume from the information on this Activity Sheet.

Evaluation:

1. Neatness and quality of information placed on the Pertinent Information for a Job Application form.

PERTINENT INFORMATION FOR A JOB INTERVIEW

Name: _____ Birthdate: _____ S.S.#: _____

Address: _____
_____ Zip: _____

Telephone: _____ How long have you lived at this address? _____

Previous address: _____
_____ Zip: _____

Education: Name/Address of School	Attended: From-- To	Yr. Grad.	Courses or Degrees

Other training: _____

Tools/Machines/Equipment Operated: _____

Languages Spoken Fluently: _____

Employer's Name/Address	WORK EXPERIENCE		Wage/Salary
	Work Performed	From-To	

Name	REFERENCES	
	Address	Telephone

MECCA ACTIVITY PLAN

TITLE: TIPS FOR WRITING APPLICATION LETTERS (LA172) SUGGESTED GRADE LEVEL: 10-12

INFUSION: LANGUAGE ARTS

LEVEL: PREPARATION

GOAL 9: MARKETABLE SKILLS AND ADAPTABILITY

OBJ. 9.2 Uses job seeking and job holding skills by (9.2H) being able to write a resume and accompanying cover letter.

Materials:

Activity Sheet A (one per student)

Paper and pencils

Access to a typewriter

Activities:

Teacher Comment:

1. Review letter writing techniques and styles.

2. Discuss the letter writing tips on Activity Sheet A. Emphasize the need for a cover letter to accompany a resume.

3. Ask students to do a first draft of an application letter to accompany a resume in making a specific job application.

4. Ask students to write a final typed draft of their letter.

Evaluation:

1. Quality of student participation in critique of first draft letters.

2. Quality of student final application letters.

Tips for Writing Application Letter

Remember...This letter "sells" you to the employer.

Presentation

1. Write on only one side of plain white paper of good quality.
2. Type the letter, or write neatly and correctly, using a pen which makes a clear, precise mark.
3. Be certain all words are spelled correctly and that you use complete sentences. If typed, check carefully for any typographical errors.

Content

1. The letter should be brief, but include enough information to help the prospective employer want to know more about you.
2. Give the reasons you are interested in the job and the reasons this employer should be interested in hiring you. Tell what you can do for the employer.
3. List your prior education and experience briefly as it relates to the job for which you are applying.
4. Request a personal interview. At that time you can go into further detail about your qualifications.
5. Allow your letter to show your personality and style. This letter should attract the employer and help you obtain an interview.

MECCA ACTIVITY PLAN

TITLE: JOB APPLICATION FORM (LA 148) SUGGESTED GRADE LEVEL:10-12

INFUSION: LANGUAGE ARTS

LEVEL: PREPARATION

GOAL 9: MARKETABLE SKILLS AND ADAPTABILITY

OBJ. 9.2 Uses job seeking and job holding skills by (9.2H) being able to write a resume or complete a job application.

MaterialsActivity Sheets A-D Instructional Job Application (one per stud.)
Pencils

Activities:

Teacher Comments:

1. Discuss the importance of properly and completely filling out a job application.

2. Give students the Instructional Job Application (Activity Sheets A-C) and allow time for completion.

3. Answer questions and process the form with the group as a whole.

Evaluation:

Student ability to neatly and completely fill out the instructional job application.

=====

INSTRUCTIONAL JOB APPLICATION FORM

At some time or another nearly everyone will need to fill out a job application form. Often, the way an application form is completed can be the difference between getting or not getting the job. The purpose of this instructional form is to help prepare you to fill out application forms properly, and to assure that you have the necessary information worked up and ready to use when you need to fill out a "real" application. This practice form has most of the questions commonly asked, so if you complete this form you should have few problems with forms you may need to fill out in the future. It is best to print all information, making sure that it is legible and neat. Messy and difficult to read forms are often discarded or ignored. Remember that the application form is the first impression you have to present an employer and the first impression needs to be positive. You may find some questions that do not apply to you. Do not leave them blank, but rather, write in "not applicable." This form is divided into parts similar to the division usually found on application forms with additional instructions and suggestions for each part.

=====

Instructional form:

=====

Part I: Personal Information

This is always a part of every application form and includes routine information which is easy to fill out. Be sure to copy your Social Security number correctly.

Name _____
 Last First Middle Social Security No.

Address _____
 Street City State Zip

Phone No. (____) _____ Height _____ Weight _____

Part II. Employment Desired

You are usually asked to state the position for which you are applying and the salary expected. You will probably know the position for which you are applying, but the salary may be more difficult. If you know the starting wage and that no exceptions are made, you may want to state that as "salary desired." If you think you may have experience which would qualify you for a higher wage you might fill in the blank with the term "negotiable" which means that you want to talk about your beginning wage. You might want to state a figure which is somewhat higher than you think you will actually get in order to avoid starting at a lower than necessary wage.

Position applying for _____ Date you can start _____

Salary desired _____ Are you currently employed: _____

If so, may we inquire of your present employer? _____

Name of present employer _____

Address _____ Phone No. (____) _____

Instructional form:

Part III: Education

Most application forms include a section which asks for your educational history. If information about "course of study" or "subjects studied" is requested, you need only to fill this in for high school and beyond schooling. If you have taken some vocational subjects, list them by name (for example, auto mechanics, business, distributive education, printing, etc.). If you took a college preparatory course, write in "college prep." Be specific about any other trade or business courses you have had. If you have taken courses in which you have actually learned specific skills it will be to your advantage to mention them. List only your most recent elementary school and as many secondary schools as you have attended. Junior high schools are considered secondary schools.

Name/Location of Sch.	Yrs. Attd.	Date grad.	Subjects studied
Elementary Schools			
High Schools			
Colleges or			
Junior Colleges			

PLEASE LIST HOBBIES, ATHLETICS, OR OTHER KINDS OF ACTIVITIES IN WHICH YOU HAVE PARTICIPATED.

Many employers feel that these kinds of activities are important and say something significant about prospective employees. List anything you can think of about yourself or about what you do on your own time that might reveal a breadth of interest of ability.

Instructional form:

Part IV: Employment history

A record of your past employment will be asked for on most job application forms. Since the dates of employment and names and addresses of former employers are usually requested this can be a difficult part of the application unless you have done some preparation. Younger workers may have a limited work history, but any kind of regular work such as yard work or babysitting can be used in listing jobs you have had. This is an important part of job applications so be sure to have accurate names, addresses, and telephone numbers. Past employers are often contacted by prospective employers. This section is a reminder of why it is important to do your very best on every job, no matter how much you may dislike the job or the people you work for. When you leave a job it is wise to be on good terms with someone in authority who can say something favorable about you to your next employer.

LIST BELOW YOUR PREVIOUS EMPLOYERS. BEGIN WITH THE MOST RECENT.

Dates Employed (Mo. & Yr)	Name/address of employer	Salary	Position	Reason Leaving
From: To:				
From: To:				
From: To:				

Part V: References

This part is not found on all application forms because many employers feel that applicants list only references who will say favorable things about them. Many forms, however, have this part so you need to have names of individuals who will serve as a reference for you. You should use names of responsible adults who have known you for some time, such as, teachers, ministers, family friends. You should ask references for permission to use their names before printing it on the form. There is a good chance they will be contacted.

GIVE THE NAMES OF THREE PERSONS NOT RELATED TO YOU WHO HAVE KNOWN YOU FOR AT LEAST A YEAR.

Name	Address	Phone Number

A.
SS64

MECCA ACTIVITY PLAN

TITLE: PHYSICAL INTERVIEW (SS64) SUGGESTED GRADE LEVEL: 10-12

INFUSION: SOCIAL STUDIES

LEVEL: EXPLORATION/PREPARATION

GOAL 1: SELF AWARENESS

OBJ. 1.1 Is aware of personal characteristics including strengths and limitations by (1.1G) being able to talk about personal attributes and limitations in an interview.1

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS

OBJ. 5.1 Develops listening skills through being (5.1F)able to listen effectively.

Materials:

Activity Sheet A Interview Protocol (one per student)

Pencils and paper

Chalkboard and chalk

Activities:

Teacher Comment:

1. Ask students to develop a list of general physical characteristics, such as: eye color, height, weight, physical disability, allergies, etc.
2. Label each characteristic as either occupationally relevant or irrelevant.
3. Ask students to choose a partner to interview for a job using Activity Sheet A as a guide.
4. Summarize by listing on the chalkboard positive personal characteristics and ways they can contribute to job performance in particular occupations.

Evaluation:

1. Student speaking and listening skills in interview.
2. Student indication of how personal characteristics can contribute to job success.

=====

Personal Interview Protocol

- I. For what job are you applying?
- II. Why do you think you would like this job?
- III. What qualifications do you have?
- IV. What personal attributes do you have which would contribute to your success in this job?
- V. Describe your scholastic abilities. Will they contribute to your success in this job?

MECCA ACTIVITY PLAN

TITLE: VALUES AND THEIR EFFECT
ON ATTITUDES AND BEHAVIOR
(LA131)

SUGGESTED GRADE LEVEL: 10-12

INFUSION: LANGUAGE ARTS

LEVEL: EXPLORATION/PREPARATION

GOAL 1: SELF AWARENESS

OBJ. 1.1 Is aware of personal characteristics including strengths and limitations by (1.1H) identifying personal values as they relate to work situations.

OBJ. 1.4 Identifies personal needs, interests and values by (1.4F) recognizing that personal values change.

OBJ. 1.5 Relates personal needs, values and interests to behavior, decisions and careers by (1.5I) identifying and prioritizing values and (1.15L) recognizing that careers can be a means of expressing oneself.

Materials:

Activity Sheets A,B,C Values Inventory
Pencils

Activities:

Teacher Comment:

1. Introduce this activity by discussing the following:

- a. Define values.
- b. Where do our values come from?
- c. How do values affect behavior?
- d. How can we find out what we value?

2. Give students Activity Sheets A,B,C and ask students to complete it confidentially. Emphasize that this is a private undertaking.

3. Ask students to make a list of values they can identify as a result of the inventory.

4. Develop a blackboard list of values students identified. Draw a connection between the work we do and the values we hold. Note that our occupation and career choices are based on the desire to experience personal satisfaction and economic and ability factors.

Evaluation:

Student participation in completing inventory and identifying values.

=====

Values Inventory

Directions: Answer each question as quickly as you can.

	Yes	No
1. Do you need someone to love you? _____		
2. Does saluting the American flag have meaning to you? _____		
3. Do you like to read about famous people? _____		
4. Do you find it easy to forgive friends? _____		
5. Do you want equal opportunities for all people? _____		
6. Do you think the school should have a dress code? _____		
7. Do you find it easy to be nice to older people? _____		
8. Do you think regular church attendance is good? _____		
9. Is it important to get a good education? _____		
10. Do you like to have many friends? _____		
11. Do you feel secure in your home? _____		
12. Is it right to break an unfair law? _____		
13. If drafted, would you serve your tour of duty? _____		
14. Do you like people to notice you? _____		
15. Do you respect opinions of friends? _____		
16. Do you mind going to school with students of a differing race or ethnic group? _____		
17. Do you think school rules are too strict? _____		
18. Do you think most laws are unnecessary? _____		
19. Is it important for you to believe in God? _____		
20. Do you plan to attend vocational training or college following high school? _____		

	Yes	No
21. Do you like to be with your friends most of the time?_____		
22. Is it important to you to succeed in life?_____		
23. Are you willing to take on the duties as well as privileges of citizenship?_____		
24. Do you have too much leisure time?_____		
25. Do you like to start an argument just to see what happens?_____		
26. Do you like to use tobacco or drugs?_____		
27. Do you like people who flatter you?_____		
28. Do you think everyone should have a right to state his/her opinions even though you might disagree?_____		
29. Do you feel minority group people are discriminated against?_____		
30. Do you believe fighting is right in some cases?_____		
31. Do you trust politicians?_____		
32. Would you throw trash on the ground?_____		
33. Would you like to help refugees?_____		
34. Do you feel it is necessary to have school rules?_____		
35. Do you appreciate law enforcement officers?_____		
36. Do you think learning is worthwhile?_____		
37. Do you want people to like you?_____		
38. Do you like being alone?_____		
39. Do you think you are attractive?_____		
40. Do you like to work?_____		
41. Do you like being with members of the opposite sex?_____		

	Yes	No
42. Are you concerned about conservation of resources?_____		
43. Do you think most laws are fair?_____		
44. Do you want all your teachers to like you?_____		
45. Are you concerned about poor people?_____		
46. Do you think it would make you happy someday to marry and have a family?_____		
47. Do you do chores at home?_____		
48. In spite of criticisms, do you think America is a good place to live?_____		
49. If you could make the rules at home, would you make any changes?_____		
50. Do you like to finish the job at hand regardless of feelings of other people?_____		
51. Do you enjoy helping family members?_____		
52. Do you think it would be rewarding to spend one's life working to make the world a better place to live?_____		
53. Is having money important to you?_____		
54. Do you like to break school rules just to see what will happen?_____		
55. Do you like to tell people what you think of them even though it is bad?_____		

MECCA ACTIVITY PLAN

TITLE: INTERVIEW EXCHANGE (SS309) SUGGESTED GRADE LEVEL: 10-12

INFUSION: SOCIAL STUDIES

LEVEL: PREPARATION

GOAL 9: MARKETABLE SKILLS AND ADAPTABILITY

OBJ. 9.2 Uses job seeking and job holding skills by (9.2G) exhibiting interview skills.

Materials:Activity Sheets A-C Interview Questions

Activities:

Teacher Comments:

1. Explain the purpose of an interview as an exchange of information between interviewer and the interviewee.

2. Ask students to silently read Activity Sheet A.

3. Ask students if they have any comments about the questions on the activity sheet.

4. Divide the questions on the Activity Sheet among students and ask them to role play the interview with you.

5. Ask students to write on paper a specific job interview situation followed by a list of 5 possible questions to ask in that situation.

6. Review student lists (#5 above) and pair students to role play their situation.

Evaluation:

1. Student individual responses to questions on Activity Sheet A indicating an understanding of the interview process.

2. Student written situations and appropriate interview questions.

3. Student participation in role playing.

=====

INTERVIEW QUESTIONS (SS309)

The purpose of an interview is for you (as a job applicant) and the interviewer to exchange information about your qualifications and the job requirements. The employer wants to know about you in order to make a decision about hiring and you want the employer to know about you so that the decision will be favorable. Further, there are some things you will need or want to know about your employer or the job situation, and the interview will give you an opportunity to ask the questions you have about the job.

Listed below are questions frequently asked by employers during interviews. To most effectively learn from these questions, follow the directions below.

- a. Read through the questions to familiarize yourself with them.
- b. Formulate the answers to the questions.
- c. Prepare a list of questions you might ask of the interviewer.

REMEMBER: THE POSITIVE IMPRESSION YOU LEAVE FOLLOWING AN INTERVIEW OFTEN DETERMINES IF YOU WILL GET A JOB OFFER.

INTERVIEW QUESTIONS:

1. What are your long-range and short range goals and objectives? When and why did you establish these goals, and how are you preparing to achieve them?
2. What specific goals, other than those related to your occupation, have you established for yourself for the next ten years?
3. What do you see yourself doing five years from now?
4. What do you really want to do in life?
5. What are your long-range career objectives?
6. How do you plan to achieve your career goals?
7. What are the most important rewards you expect in your career?
8. What do you expect to be earning in five years?
9. Why did you choose the career for which you are preparing?

10. Which is most important to you, money or the type of job?
11. What do you consider to be your greatest strength and weakness?
12. How would you describe yourself?
13. How do you think a friend who knows you well would describe you?
14. What motivates you to put forth your greatest effort?
15. How has your school experience prepared you for your career?
16. Why should I hire you--what can you do for this job?
17. What qualifications do you have that make you think you will be successful in this job?
18. How do you determine or evaluate success?
19. What do you think it takes to be successful in a company like ours?
20. What qualities should a successful manager possess?
21. Describe the relationship you think should exist between a supervisor and subordinates.
22. What two or three accomplishments have given you the most satisfaction? Why?
23. Describe your most rewarding school experience?
24. If you were hiring for this positions, what qualities would you look for?
25. Why did you select your college, university, technical or vocational school?
26. What led you to choose your field of major study?
27. What subjects did you like the best? The least? Why?
28. If you could do so now, how would you plan your academic study differently? Why?
29. Do you have plans for continued study? In what way?
30. Do you think your grades are a good indication of your academic achievements?

31. In what extracurricular activities have you participated?
What do you think you have learned from these?
32. In what kind of a work environment are you most comfortable?
33. How do you work under pressure?
34. In what part-time work are you intrested? Why?
35. Describe the ideal job for you?
36. Why did you decide to seek a job with this company?
37. What information have you obtained about this company?
38. What are two or things that are the most important to you in a job?
39. Are you seeking employment in a company of a certain size?
Why?
40. What criteria are you using to evaluate the company for which you hope to work?
41. Do you have a geographical preference? If necessary, will you relocate?
42. Are you willing to travel?
43. Are you willing to spend 6 months as a trainee?
44. Why do you think you might like to live in this community?
45. Can you identify any mistakes you feel you have made in a previous work situation and tell what you think y learned from them?

MECCA ACTIVITY PLAN

TITLE: APPEARANCES (SS312)

SUGGESTED GRADE LEVEL: 10-12

INFUSION: SOCIAL STUDIES

LEVEL: PREPARATION

GOAL 1: SELF AWARENESS

Obj. 1.2 Exhibits a positive self concept by (1.2H) showing care in personal appearance and (1.2I) describing how self-worth affects performance.

Materials:

Paper and pencils

Activities:

Teacher Comments:

1. Discuss with students the kind of attire appropriate when making an application for a position. Ask:

- a. What does your appearance indicate about your seriousness in wanting the job?
Your attitude toward employment?
Your feeling of respect for self and others?
- b. Ask students to discuss the relationship between appropriate dressing and self-worth; self-worth and job performance.

2. Ask students to select an employment area in the local job scene, visit it, and report back to the group:

- a. Clothing and appearance (grooming) of individuals employed.

3. Ask students to write one paragraph describing appropriate clothing and grooming for a selected occupation.

NOTE: THIS ACTIVITY MIGHT BE FOLLOWED BY LA152/151/110/170/ OR SS309.

Evaluation:

1. Student discussion indicating understanding of the relationships between appropriate dressing, feelings of self-worth and job performance.

MECCA ACTIVITY PLAN

TITLE: JOB DISCRIMINATION (SS15) SUGGESTED GRADE LEVEL: 10-12

INFUSION: SOCIAL STUDIES

LEVEL: PREPARATION

GOAL 7: SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDINGS

OBJ. 7.5 Is aware of the need to eliminate sex bias and the need to compensate for the effects of sex role stereotyping by (7.5B) respecting men and women equally in terms of their performance at work, and (7.5F) recognizing and indicating solutions for incidents or problems involving sex bias.

Materials:

Library resources

(Optional) A newspaper clipping related to equal employment opportunity

Activities:

Teacher Comment:

1. Define job discrimination and make an assignments for students to research:

- a. Legal requirements for considering filing a discrimination suit.
- b. Rights of employer and employee.
- c. Procedure to be followed when discrimination is an issue.

2. Ask student to look for current articles related to job discrimination or equal employment opportunities. Read these and discuss them in class along with information gained from research students have done.

Promote respect for men and women in terms of job performance and relate this to classroom, shadowing, and internship experiences. Help students recognize solutions to problems involving sex bias in the workplace.

Evaluation:

- 1. Student participation in discussion and research.
- 2. Indication of understanding and acceptance of promoting equal opportunities for men and women.

MECCA ACTIVITY PLAN

TITLE: I FEEL I AM USUALLY (LA155) SUGGESTED GRADE LEVEL:10-12

INFUSION: LANGUAGE ARTS

LEVEL: PREPARATION

GOAL 1: SELF AWARENESS

Obj. 1.4 Identifies personal needs, interests and values by (1.4G) understanding the nature of personality in terms of needs and values.

Materials:

Activity Sheet A - I Feel I am Usually...

Paper and pencils

Chalkboard and chalk

Activities:

Teacher Comments:

1. Give students the checklist and ask them to place checkmarks along the lines that best describe the way they feel they usually would react to situations.

2. Ask students to imagine and write out a particular situation in or out of school and indicate how they might react to it.

3. Ask students to share written situations with the group. List on the chalkboard the qualities which were exhibited in each situation.

1. Student illustration of the nature of personality in written situations.

2. Quality of written situations.

3. Student list of qualities illustrated in shared situations.

=====

I FEEL I AM USUALLY...

CONFIDENT _____ INSECURE

CONTENT _____ FRUSTRATED

POSITIVE _____ NEGATIVE

ENTHUSED _____ BORED

FRIENDLY _____ HOSTILE

COOPERATIVE _____ DOGMATIC

HOPEFUL _____ DISCOURAGED

DOORMAT DEPENDENT _____ INDEPENDENT

TRUTHFUL _____ UNTRUTHFUL

AMBITIOUS _____ LAZY

OPEN-MINDED _____ NARROW-MINDED

CAPABLE _____ INCAPABLE

COURAGEOUS _____ COWARDLY

CREATIVE _____ UNIMAGINATIVE

LOGICAL _____ IRRATIONAL

=====

MECCA ACTIVITY PLAN

TITLE: WHERE AM I? (LA77)

SUGGESTED GRADE LEVEL: 10-12

INFUSION: LANGUAGE ARTS

LEVEL: AWARENESS/EXPLORATION

GOAL 3: DECISION MAKING

Obj. 3.5 Recognizes the variety of settings in which decisions are made and the influences on decision making by (3.5E) making satisfactory decisions and discussing the influence of factors in the decision making process.

Materials:

Activity Sheet A & B - Where Am I? and So You Decide
Pencils

Activities:

Teacher Comments:

(NOTE: THIS ACTIVITY SHOULD BE COMPLETED
IN TWO SESSIONS.)

1. Discuss all of the choices we make each day between competing alternatives. Some of these are minor (Shall I stay tonight or go out?); some are major (Shall I go along with the crowd even though I know what they are doing is wrong?).
2. Ask students to complete Activity Sheet A.
3. At the second session, follow up by asking students to complete Activity Sheet B.
4. Follow with discussion of decision making and value orientations. It is appropriate to comment regarding the situations given as being limited in information. Ask students what additional assumptions they are making in the decision making process.

Evaluation:

1. Indication of student understanding of the decision making processes through their discussion.

=====

WHERE AM I?

Directions: The line below ranges from "complete individualism" (I do my own thing no matter what others say or do.) to "peer imitation" (I always do what my friends want). According to the influence you think others have on you, place the numeral of each of the items at the bottom of the page on the line.

Complete
Individualism

Peer
Influence

ITEMS TO PLACE ON THE ABOVE LINE:

- | | |
|----------------------------|----------------------|
| 1. Dress | 5. Food snacks |
| 2. Language | 6. Hair style |
| 3. Attitude toward parents | 7. Choice of classes |
| 4. Pastimes/recreation | 8. Choice of friends |

Name: _____ Date: _____

=====

=====

SO YOU DECIDE...

Directions: Read the following situations. Think of the way you might respond if you were involved. Your response might be one of the following or a totally different response. Write your response on the line following each situation. Responses:

- Say no and keep repeating it.
- Refuse to discuss the matter further
- Take the offensive.
- Refuse to be intimidated by vague threats.
- Do not allow yourself to be made to feel guilty.
- Accept a workable compromise if it is appropriate.

SITUATIONS:

1. Three of your friends are staying at your house for the night. Long after your parents have gone to bed, your friends want to sneak out, take the family car, and drive to an all-night bar near the beach. You...

2. There have been many thefts in the locker room. Locks have been removed and money taken during gym classes. you arrive at the locker room late one day and see a classmate taking money from a purse. Although you are aware that he/she is very troubled, you tell your classmate that you are going to report this to the teacher. He/she pleads with you not to report the incident. You...

3. As a part is breaking up, you are aware that the person who drove you and your friends to the party has had a lot to drink and shouldn't drive. You consult with the others, but no one wants to say anything to the driver. You...

4. Your friend tells you he met some new people who are very sophisticated and invites you to go along to a party with them Saturday night. As you enter the room, you are aware that this is a heavy drug scene. You...

5. While you are walking around the department store one afternoon with a group of friends, you realize that two of them are stealing small items. You pick something up, and one of them tells you it would look great on you. You agree, but say you can't afford it. One friend whispers to you to steal it. You...

MECCA ACTIVITY PLAN

TITLE: ANGER (LA316/SS315) SUGGESTED GRADE LEVEL:10-12

INFUSION: LANG. ARTS/SOCIAL ST. LEVEL: AWARENESS

GOAL 2: INTERPERSONAL SKILLS

Obj. 2.6 Identifies the resolution of conflicts involving groups by (2.6E) describing how conflicts between workers are resolved.

Materials:

Activity Sheet A - Reactions to Anger
Paper and Pencil

Activities:

Teacher Comments:

1. Using the following situation, list possible reactions a student might have.

When working at a fast food restaurant, your co-worker tells your supervisor you are always in the back messing around or talking with others when you should be waiting on customers. You deny this behavior. What reaction do you have toward your co-worker and your supervisor? What positive actions can you take?

2. Ask students to complete Activity Sheet A, Reactions to Anger.

3. Summarize by discussing the possible reactions to anger with a focus on the strategies of arbitration and compromise. Emphasize that is important to own your own feelings rather than downgrade someone else because you are angry.

Evaluation:

1. Student attitudes toward conflict resolution.
2. Quality of completed activity sheet.

=====

REACTIONS TO ANGER (LA316/SS315)

In reacting to situations that anger me, I....(check)

	Ne- ver	Sel- dom	Us- ually	Of- ten	Al- ways
1. Lose "cool" and lash out at others.					
2. Withdraw and say nothing.					
3. Ignore the situation and say nothing.					
4. Cry					
5. Overapologize, feel inadequate. Say, "I'm sorry".					
6. Go "blank".					
7. Talk, talk, talk, but say nothing.					
8. Stand up for myself without putting someone else down.					

MECCA ACTIVITY PLAN

TITLE: ENTRY LEVEL (SS313)

SUGGESTED GRADE LEVEL: 10-12

INFUSION: SOCIAL STUDIES

LEVEL: PREPARATION

GOAL 9: MARKETABLE SKILLS AND ADAPTABILITY

Obj. 9.1 Develops skills needed for preferred career by (9.1F) identifying skills needed for next step toward preferred occupational area, and (9.1H) indicating progress toward developing entry level skills in preferred occupation.

Materials:

Activity Sheet A - Progress Toward Entry Level Skills
Occupational Outlook Handbook/Dictionary of Occupational Titles
or other career information resource.

Activity:

Teacher Comments:

1. Ask students to use the Occupational Outlook Handbook or Dictionary of Occupational Titles to look for information regarding entry level skills for a preferred occupation.
2. Ask students to complete Activity Sheet A.
3. Counsel with students on an individual basis regarding their current skill level and their progress in meeting skills needed for a preferred occupation. Ask:
 - a. How necessary are these skills to the occupation?
 - b. What can you do to improve your level of ability?
 - c. Are there any other occupations for which this skill could be essential? What are these? Could these possibly be additional employment options? Why? Why not?

Evaluation:

1. Student completion of Activity Sheet A and participation in counseling session.

=====

PROGRESS TOWARD SKILLS FOR PREFERRED OCCUPATION (SS313)

Directions: Using a career education resource, select a preferred occupation and complete the following questions and chart.

Questions:

1. My preferred occupation is _____.
2. Other occupations which might require the same skills as my preferred occupation are:

Chart of progress toward developing skills for preferred occupation:

SKILLS:	PROGRESS IN DEVELOPING SKILLS:
1.	
2.	
3.	
4.	
5.	

=====

MECCA ACTIVITY PLAN

TITLE: EMPLOYEE RATING (LA133/SS82) SUGGESTED GRADE LEVEL:10-12

INFUSION: LANG. ARTS/SOCIAL ST. LEVEL: EXPLORATION/PREPARATION

GOAL 4: WORK HABITS AND ATTITUDES

Obj. 4.7 Understands and respects worker roles including the role of supervisors through (4.7K) discussing the superior-subordinate relationships in occupations.

Materials:

Activity Sheet A - Rating Sheet
Pencils

Activities:

Teacher Comments:

1. Lead discussion of superior-subordinate working relationships and give information about employee supervision and evaluation. Suggest:
 - a. Employee ratings are frequently completed 6-12 month cycles.
 - b. Items usually included in an evaluation.
 - c. Attitudes are as important as skills on the job.
2. Ask students to choose an "ideal" job as an illustration. Give students Activity Sheet A and ask them to complete it as if they were being evaluated by an employer.
3. In the comments section on the form, ask students to write their decision to continue to hire or dismiss the employee.
4. Lead discussion including:
 - a. If an employee is not in agreement with the evaluation, what are his/her rights.
 - b. If an employee is well-liked, prompt, but rated fair or poor, what could be done to help the employee improve?
5. Assign written work: Define concepts of superior/subordinate relationships, supervision, and evaluation.

Evaluation:

1. Student participation in discussion and quality of written statement indicating understanding of concepts presented.
2. Quality of completed rating sheet, including quality of written statement.

=====

RATING SHEET

EMPLOYEE NAME _____ DATE _____

JOB TITLE _____

Directions: Rate employee on each item. Be honest and fair because this evaluation may affect the employee's future.
(5=excellent; 4=fair; 3=average; 2=poor; 1=very poor)

	1	2	3	4	5
WORK HABITS					
1. Does work correctly.					
2. Cares for tools, equipment properly.					
3. Keeps busy doing job related tasks.					
4. Is interested in furthering skills.					
ATTENDANCE					
1. Usually present for work.					
2. Usually prompt.					
3. Telephones if absent or late.					
DEPENDABILITY					
1. Follows directions.					
2. Completes work on time.					
3. Attends to given task.					
INTERPERSONAL RELATIONSHIP SKILLS					
1. Cooperates well with fellow workers.					
2. Has self-confidence.					
3. Exhibits good manners.					
4. Shows willingness to learn.					

Comments: _____

Supervisor (signed) _____

Employee (signed) _____

MECCA ACTIVITY PLAN

TITLE: WHAT WOULD YOU DO?(LA114) SUGGESTED GRADE LEVEL: 10-12

INFUSION: LANGUAGE ARTS

LEVEL: EXPLORATION/PREPARATION

GOAL 1: SELF AWARENESS

Obj. 1.4 Identifies personal needs, interests and values through (1.4H) viewing self and others in terms of values, interests and needs.

Materials:

Pencils and paper

Activities:

Teacher Comments:

1. Discuss the concepts of attitudes, values, needs and interests. Define these with student input.
2. Assign students the writing topic: What would you do if... with one of the following topics (or one of their individual choice).
 - a. You were asked to be President of the US.
 - b. You had a million dollars.
 - c. You had freedom to do anything you wanted to do for a year.
3. Ask students to select for their writing three actions for each topic, giving the reason for their selection of action.
4. Ask students to indicate the one action in each situation they prefer by placing a star at the beginning of that action statement.
5. Ask students to verbally explain their chosen action and indicate what values they considered in making their choice.

Evaluation:

1. Student attention and participation in discussion.
2. Quality of student written statements.
3. Appropriateness of verbal reasoning for choice of values involved in particular actions.

MECCA ACTIVITY PLAN

TITLE: CHARACTER INVENTORY
(LA184/SS78)

SUGGESTED GRADE LEVEL: 10-12

INFUSION: LANG. ARTS/SOCIAL ST. LEVEL: EXPLORATION/PREPARATION

GOAL 4: WORK HABITS AND ATTITUDES

Obj. 4.2 Exhibits a positive work attitude by (4.2E) identifying attitudes of self and others that contribute to successful task accomplishment.

GOAL 8: CAREER INFORMATION

Obj. 8.3 Is aware of a range of career options and their requirements; (8.3I) understands behaviors that are likely or not likely to lead to job advancement.

Obj. 8.1 Uses knowledge of personal values, interests, needs, limitations to explore career options by (8.1H) studying modifications needed in self in order to succeed in preferred occupations.

Materials:

Activity Sheet A - Character Inventory
Pencils

Activities:

Teacher Comments:

1. Explain to students that most employers feel that most employee failures are because of lack of desirable character and personality traits, not lack of skills.

2. Ask students to complete the inventory by answering yes or no to each of the questions.

3. Discuss with students the need for positive work habits and attitudes. Be specific, note behavior characteristics which make up these work habits and attitudes.

4. Review student responses to the inventory in individual interviews. Encourage students to note areas for needed improvement. Ask students to write a paragraph indicating how they might improve weak areas.

-
1. Student seriousness in completing inventory.
 2. Student ideas for improvement.
 3. Quality of written paragraph.

=====

CHARACTERISTICS LEADING TO POSITIVE WORK ATTITUDES

- ☐ 1. Do you have a willingness and desire to learn new skills and new ways of doing things?
- ☐ 2. Are you neat in your personal appearance and work habits?
- ☐ 3. Are you punctual?
- ☐ 4. Can you apply yourself to a job without being easily bored or distracted?
- ☐ 5. Can you adapt to new and unexpected situations easily?
- ☐ 6. Can you work under pressure without being nervous and upset?
- ☐ 7. Do you have confidence in your abilities?
- ☐ 8. Are you emotionally stable, capable of taking things in stride?
- ☐ 9. Have you enough initiative to work on your own?
- ☐ 10. Are your job plans in keeping with your capacities and the opportunities employers have to offer?
- ☐ 11. Do you have a sense of duty and responsibility?
- ☐ 12. Are you reliable? Can you be depended upon?
- ☐ 13. Can you gain the friendship and respect of co-workers?
- ☐ 14. Can you cooperate with co-workers?
- ☐ 15. Can you follow directions willingly, without argument?
- ☐ 16. Can you cooperate with supervision and management?
- ☐ 17. Can you understand instructions and follow them?
- ☐ 18. Can you accept criticism without feeling hurt?
- ☐ 19. Can you work without constant supervision?
- ☐ 20. Do you ask questions about things you don't understand?
- ☐ 21. Can you complete a job once you start it?
- ☐ 22. Are you a pleasant working companion, friendly and congenial?
- ☐ 23. Do you like people?

MECCA ACTIVITY PLAN

TITLE: INTERVIEWING HINTS (LA152) SUGGESTED GRADE LEVEL: 10-12

INFUSION: LANGUAGE ARTS

LEVEL: PREPARATION

GOAL 9: MARKETABLE SKILLS AND ADAPTABILITY

Obj. 9.2 Uses job seeking and job holding skills by (12G)
exhibiting interview skills.

Materials:

Pencils and paper

Activities:

Teacher Comments:

NOTE: THIS ACTIVITY MAY APPROPRIATELY
FOLLOW LA151 - INTERVIEW QUESTIONS.

1. Generate from students a list of interview tips to make an interview successful.
 - a. Go to the interview alone.
 - b. Be on time or a few minutes early.
 - c. Look neat and clean.
 - d. Avoid slouching or leaning.
 - e. Speak in a clear or pleasant manner.
 - f. Introduce yourself in a quiet, easy, confident way.
 - g. Try to be calm, not nervous.
 - h. Avoid smoking or chewing gum.
 - i. Keep good eye contact with the interviewer.
2. Ask students what preparations they might make for the interview. Generate a list of possible questions. (This is review for LA151.)
3. Ask students to write a one page paper which indicates:
 - a. A hiring situation involving an interview.
 - b. The preparation he/she might make for the interview.
 - c. Possible outcomes of the interview and the reasons for these outcomes.
4. Ask students to share papers--perhaps role play situations.

Evaluation:

1. Participation in generating interview tips and ideas for preparing for an interview.
2. Quality of completed written work.

MECCA ACTIVITY PLAN

TITLE: INTERVIEW QUESTIONS (LA151) SUGGESTED GRADE LEVEL: 10-12

INFUSION: LANGUAGE ARTS

LEVEL: EXPLORATION/PREPARATION

GOAL 9: MARKETABLE SKILLS AND ADAPTABILITY

Obj. 9.2 Uses job seeking and job holding skills ty (9.2G)
exhibiting interview skills.

Materials:

Activity Sheet A - Interview Questions

Paper and pencils

Chalkboard and chalk

Activities:

Teacher Comments:

1. Generate from students a list of questions employers might ask during an interview with high school students seeking a job. List these on the chalkboard.

2. Ask students to respond to the questions on the Activity Sheet in a written form.

3. Summarize, stressing the importance of being prepared ahead of time for an interview.

Evaluation:

1. Student participation in generating questions.
2. Quality of student written responses to interview questions.

=====

INTERVIEW QUESTIONS

Directions: Write your responses to each of the following questions which might be asked during an interview of a high school student applying for a job.

1. Did you enjoy school?
2. Do you plan to continue your education?
3. What courses do you like best? Least? Why?
4. Do you feel your schooling has helped you?
5. Have you ever had trouble getting along with people?
6. In what school activities did you participate?
7. What are your hobbies?
8. What goals do you have for a career?
9. What is your idea of a good worker?
10. Do you like working by yourself or with others?
11. Is making money or helping others more important to you?
12. Do you like routine work?
13. What jobs have you enjoyed most? Least? Why?
14. In what position are you interested?
15. Why are your intrested in this job?
16. Why do you think you want to work for our company?
17. What do you think about our company--what do you know about it?
18. What job in our company to you want to work toward?
19. What fringe benefits do you expect?
20. How much money do you expect to earn?

MECCA ACTIVITY PLAN

TITLE: LIVING--AN EXPENSIVE HABIT SUGGESTED GRADE LEVEL: 10-12
(MS36)

INFUSION: MATH

LEVEL: PREPARATION

GOAL 1: SELF AWARENESS

Obj. 1.3 Identifies a preferred lifestyle by (1.3G) Projecting future lifestyle based on present decisions.

Materials:

Paper and pencils

Occupational Outlook Handbook

Salary scale for a variety of jobs.

Activity Sheet A - Living is an Expensive Habit

Answer key

Activities:

Teacher Comments:

1. Ask students to find the average wage scale for a variety of jobs using Occupational Outlook Handbook or other resources.
2. Total for each job the weekly, monthly, and yearly salary. Compare these to the amount of training needed for the occupations, status in community, etc.
3. Using Activity Sheet A, ask students to complete the questions with teacher help in determining average living and luxury costs for the community.
4. Ask how salary determines lifestyle. Compare salary levels to the training necessary for the job.
5. Ask students to determine if there could be other sources of income besides the basic salary from a job (hobbies, seasonal work, investments, savings).

Evaluation:

1. Student participation in research and discussion.
2. Quality of student written work.

=====

LIVING IS AN EXPENSIVE HABIT

1. How do hourly wages translate into monthly cash? Figure the weekly, monthly, and yearly wages based on an 8-hour day, 40-hour week, before taxes, and not including fringe benefits.

RATE	WEEKLY	MONTHLY	YEARLY
\$ 3.00 per hour			
4.00 per hour			
5.00 per hour			
6.00 per hour			
9.00 per hour			
11.00 per hour			
15.00 per hour			

2. How much would it cost to take out a loan to buy a car and a house at 14% interest?

Car at \$6,500 (3 year's payments) per month? _____

House at \$30,000 (20 year's payments) per month? _____

3. Where does your money go?

BUDGET EXPENSES	SINGLE	FAMILY
Rent or house payment		
Utilities (phone, electricity, gas, water)		
Insurance (health, car, home, belongings, life)		
Payments (car, charge accounts, other)		
Food (at home, at work, eating out)		
Gasoline		
Savings		
Clothes		
Entertainment		
Gifts (birthdays, Christmas)		
Taxes		
Misc. (haircuts, magazine, newspapers, donations, hobbies, vacations, beauty aids)		
Repair (car, home, stereo, etc.)		

4. Put a check in front of those items you consider basic or necessities.

5. What is a financial tragedy? List five (5) large unexpected costs.

Stolen purse Car wreck
Furnace repair Medical bills
Sink overflows

6. How will your salary increase as you continue to work? List four (4) ways.

Length of time worked Production level
More training/education Fringe benefits

7. How much will it cost you to live in this community? Ask your parents to help you with this question or interview a full-time worker on living costs.

8. Which jobs will pay you enough to live as you wish? List three (3) and indicate the training required for each.

Jobs

Training

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

=====

LIVING IS AN EXPENSIVE HABIT

1. How do hourly wages translate into monthly cash? Figure the weekly, monthly, and yearly wages based on an 8-hour day, 40-hour week, before taxes, and not including fringe benefits.

RATE	WEEKLY	MONTHLY	YEARLY
\$ 3.00 per hour	\$ 120.00	\$ 480.00	\$ 5,760.00
4.00 per hour	160.00	640.00	7,680.00
5.00 per hour	200.00	800.00	9,600.00
6.00 per hour	240.00	960.00	11,520.00
9.00 per hour	360.00	1,440.00	17,280.00
11.00 per hour	440.00	1,760.00	21,120.00
15.00 per hour	600.00	2,400.00	28,800.00

2. How much would it cost to take out a loan to buy a car and a house at 14% interest?

Car at \$6,500 (3 year's payments) per month? _____

House at \$30,000 (20 year's payments) per month? _____

3. Where does your money go?

BUDGET EXPENSES	SINGLE	FAMILY
Rent or house payment		
Utilities (phone, electricity, gas, water)		
Insurance (health, car, home, belongings, life)		
Payments (car, charge accounts, other)		
Food (at home, at work, eating out)		
Gasoline		
Savings		
Clothes		
Entertainment		
Gifts (birthdays, Christmas)		
Taxes		
Misc. (haircuts, magazine, newspapers, donations, hobbies, vacations, beauty aids)		
Repair (car, home, stereo, etc.)		

4. Put a check in front of those items you consider basic or necessities.

5. What is a financial tragedy? List five (5) large unexpected costs.

_____	_____
_____	_____
_____	_____

6. How will your salary increase as you continue to work? List four (4) ways.

_____	_____
_____	_____

7. How much will it cost you to live in this community? Ask your parents to help you with this question or interview a full-time worker on living costs.

8. Which jobs will pay you enough to live as you wish? List three (3) and indicate the training required for each.

<u>Jobs</u>	<u>Training</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

MECCA ACTIVITY PLAN

TITLE: WORK POEMS (LA82)

SUGGESTED GRADE LEVEL: 10-12

INFUSION: LANGUAGE ARTS

LEVEL: EXPLORATION

GOAL 4: WORK HABITS AND ATTITUDES

Obj. 4.2 Exhibits positive work attitudes through (4.2I)
identifying ways in which worker satisfaction can be achieved.

Materials:

Activity Sheet A - Work poems
Pencils and paper

Activities:

Teacher Comments:

1. Distribute Activity Sheet A
and ask students to read the poems
aloud.

2. Discuss the meanings of the
poems. (Suggested questions:)

A. Work by Van Dyke

1. In one sentence summarize the
theme of this poem (Whatever
work I do, let me be happy
and grateful in doing a good job.)
2. Ask: what line tells how a worker
should respond when outside forces
try to lure the worker away from
work? (This is my work; my bless...)

B. A Creed by Markham

1. What is the author trying to tell us?
(All partners in this world; no one can
live alone.)
2. In what way does this poem relate to
career awareness? (Cooperation needed.)

C. Two at a Fireside, author unknown

1. What is the author trying to tell us?
(Helping a friend brings a warmth to the
spirit.)
2. How does this poem relate to careers?
(It is not only the monetary reward
that we seek in employment, but
satisfaction working brings.)

Evaluation:

1. Student participation in discussion; articulation of ways in
which worker satisfaction can be achieved.

=====

WORK POEMS

Read and discuss the three poems below. Your teacher will give you some questions to help you in discovering what the poems say.

WORK

by Henry Van Dyke

Let me but do my work from day to day
In field, or forest, at the desk or loom
In roaring market place or tranquil room;
Let me but find it in my heart to say
When vagrant wishes beckon me astray,
This is my work; my blessing, not my doom
Of all who live, I am the one by whom
This work can best be done in the right way,
Then shall I see it not too great, nor small
To suit my spirit and to prove my powers;
Then shall I cheerful greet the labouring hours
And cheerful turn when the long shadows fall
At eventide, to play, and love and rest,
Because I know for me, my work is best.

A CREED

by Edwin Markham

There is a destiny that makes us brothers
None goes his way alone
All that we send into lives of others
Come back into our room.
I care not what his temples or his creeds.
One thing holds firm and fast
That into his fateful heap of day and deeds
The soul of man is cast.

TWO AT A FIRESIDE

author unknown

I built a chimney for a comrade old,
I did the service not for help or hire.
And then I traveled on in the winter's cold
Yet all the day I glowed before the fire.

MECCA ACTIVITY PLAN

TITLE: RISK-TAKING (SS85)

SUGGESTED GRADE LEVEL: 10-12

INFUSION: SOCIAL STUDIES

LEVEL: EXPLORATION/PREPARATION

GOAL 7: SOCIO-TECHNOLOGICAL-ECONOMIC POLITICAL UNDERSTANDING
 Obj. 7.2 Evidences economic understanding through (7.2F)
 discussing and applying economic principles.

Materials:

Paper and pencils

Chalkboard and chalk

Activities:

Teacher Comments:

1. Discuss with students:

- a. What kinds of jobs require that people take risks?
- b. What are some of the different occupational risks?

2. List on the chalkboard the following three categories:

- a. Entry risks: professional athletes, entertainers, actors/actresses.
- b. Financial risks: opening a business, commission salespeople, farm operators.

3. Ask students to contribute to the three categories.

4. Discuss the benefits as well as the risks in the occupational areas contributed by class members.

5. Ask students to choose an occupation not listed and write out the risks and benefits for that occupation.

Evaluation:

- 1. Student participation in discussion.
- 2. Quality of student papers listing risks and benefits of a particular occupation.

MECCA ACTIVITY PLAN

TITLE: WAGES MINUS EXPENSES (MS54) SUGGESTED GRADE LEVEL: 10-12

INFUSION: MATH

LEVEL: PREPARATION

GOAL 7: SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING
 Obj. 7.2 Evidences economic understanding by (7.2f) discussing
 and applying economic principles.

Materials:

Newspaper pages displaying classified ads.
 Paper and pencils

Activities:

Teacher Comments:

1. From the classified ads, ask each student to choose an occupation that lists a particular wage or salary.
2. Ask students to identify 2-3 reasons for choosing that job. (Some answers might be income, type of job, etc.)
3. Discuss the importance of finding out how much it will cost the employee to work on the chosen job. What expenses are there?
4. Ask each student to prepare a list of possible expenses which may be incurred by working this job. Possible ones may be: uniform, fees, food, clothes, travel, etc.
5. Compare and discuss total cost of expenses to the salary or wages, by adding the total expenses the worker would incur, and then subtracting them from the pay listed on the ad.

Evaluation:

1. Student participation in discussion.
2. Quality of student completed written work.

MECCA ACTIVITY PLAN

TITLE: WORK-RELATED EXPENSES (MS55) SUGGESTED GRADE LEVEL: 10-12

INFUSION: MATH

LEVEL: PREPARATION

GOAL 6: CAREER IMPLICATIONS OF SUBJECT MATTER

Obj. 6.4 Relates personal skills to subjects learned in school by (6.4 E) valuing and using skills learned outside of school and in occupational settings.

GOAL 7: SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING

Obj. 7.2 Evidences economic understanding by (7.2.F) discussing and applying economic principles.

Materials:

Several maps of local state

Paper and pencils

Activities:

Teacher Comments:

1. Discuss automobile operation:

- a. Monthly cost of operation -
tolls, gas, etc.
- b. cost of license, registration
fees.
- c. Repair costs.

2. Ask students to locate two cities on the map and determine the distance between them.

3. Ask students to estimate what time they would arrive at the second city if they leave the first city by 9 a.m.
(Distance = Rate X Time)

4. Ask student to estimate the amount of fuel needed to make this trip if they filled the tank before leaving and then filled up the automobile after they return (tank holds 23 gallons - Miles travelled divided number of gallons to fill tank = miles per gallon.

5. Discuss the need for computational skills in everyday life.

Evaluation:

- 1. Student participation in activity, accuracy of computation.
- 2. Student discussion indicating understanding of need for computational skills.

MECCA ACTIVITY PLAN

TITLE: BUDGETING AND WAGE
MANAGEMENT (MS37)

SUGGESTED GRADE LEVEL: 10-12

INFUSION: MATH

LEVEL: EXPLORATION/PREPARATION

GOAL 2: INTERPERSONAL SKILLS

Obj. 2.5 Affirms the need for positive interpersonal relationships through (2.5J) using positive means for working with others.

GOAL 3: DECISION-MAKING

Obj. 3.2 Relates personal values, abilities, interests to decision making by (3.2D) applying knowledge of self to personal and career decision making.

Materials:

Activity Sheet A - Cost of Living
Pencils

Activities:

Teacher Comments:

1. Review percentages and lead the class in discussion on the use of percentages in preparing a budget.

2. Give students Activity Sheet A. Ask them to do Sheet A the first part on their own.

3. Ask the group as a whole to complete the group consensus part.

4. Ask students to review their budgets and identify differences between their individual estimates and the groups decisions. Ask them to justify the amounts they chose.

5. Discuss reasons for differences (values or specific situations)

Evaluation:

1. Student completed Activity Sheets.
2. Student ability to work with others in reaching consensus.
3. Student reasoning for differences between group decisions and individual estimates.

=====

COST OF LIVING

Directions: The cost of living seems to steadily increase each year. As a result, a family of four with two preschool children faces difficulty when trying to pay bills. In this particular situation, the father earns a yearly salary of \$12,000. The mother has a part-time job. They are seeking advice on how to budget their income.

Your task is to allocate various amounts of money within specified categories. Allocate all of their money to the various categories by placing a figure on the line to the left of the category below, working on the task alone. Take about 10 minutes to complete this task.

Individual Allocations		Group Allocations
_____	Medicine	_____
_____	House Payment (\$200./mo.)	_____
_____	Food	_____
_____	Travel/Car Maintenance)	_____
_____	Phone	_____
_____	Utilities	_____
_____	Vacation	_____
_____	Entertainment	_____
_____	Clothes	_____
_____	Insurance	_____
_____	Other (Emergencies?)	_____

Group Consensus:

When the class is finished as a group, employ a method of Group Consensus to reach a decision about the amount in each category. To do this, share the figure you put down in each category. Then, working as a group, allocate the family's income. Each group member must agree to the amount of money allocated. You may discuss, argue, or influence one another on reasons for allocating certain amounts in specified categories. Try to finish this task in 20 minutes.

MECCA ACTIVITY PLAN

TITLE: INCOME TAXES (MS50) SUGGESTED GRADE LEVEL: 10-12

INFUSION: MATH

LEVEL: EXPLORATION/PREPARATION

GOAL 7: SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING

Obj. 7.2 Evidences economic understanding by (7.2F) discussing and applying economic principles.

Materials:

Pencils and paper

Activity Sheet A - Short form 1040

Activity Sheet B - Tax Table

Activity Sheet C - Wage and Tax Statement

Activities:

Teacher Comments:

1. Review decimal and percentage problems.
2. Explain form 1040A and discuss terms associated with preparation of income tax 1040A.
Ex. Internal Revenue; filing status; dependents; gross income; adjusted INCOME; standard deduction; social security; income tax.
3. Explain how to use the sample income tax table.
4. Ask students to complete Form 1040A.

Evaluation:

1. Student attention and participation in activities.
2. Accuracy of completed Form 1040 A.

Short Form 1040A U.S. Individual Income Tax Return

Department of the Treasury
Internal Revenue Service

1973

Photo print or type	Name (if joint return, give first names and initials of both)	Last name	COUNTY OF RESIDENCE	Your social security number
	Arthur T. and Dorothy		Webb	462 . 15 7583
	Present home address (Number and street including apartment number, or rural route)		Spouse's social security no.	
	547 Norman Road		517 21 6214	
City, town or post office, State and ZIP code			Occupation	Yours > Machinist
Glenwood, Oregon 57064			Spouse's > Housewife	

Filing Status—check only one:

- 1 ☐ Single
- 2 ☐ Married filing joint return (even if only one had income)
- 3 ☐ Married filing separately. If spouse is also filing, give spouse's social security number in designated space above and enter full name here > _____
- 4 ☐ Unmarried Head of Household
- 5 ☐ Widow(er) with dependent child (Year spouse died > 19 _____)

Exemptions

- Regular / 65 or over / Blind
- 6a Yourself ☒ ☐ ☐ Enter number of boxes checked > 2
- b Spouse ☒ ☐ ☐ Enter number > 2
- c First names of your dependent children who lived with you Raymond, Sally Enter number > 2
- d Number of other dependents (from line 25) > 4
- 7 Total exemptions claimed > 4

8 Presidential Election Campaign Fund.—Check ☒ if you wish to designate \$1 of your taxes for this fund. If joint return, check ☒ if spouse wishes to designate \$1. Note: This will not increase your tax or reduce your refund. See note on back.

9	Wages, salaries, tips, and other employee compensation	9	8,745	--
10a	Dividends (See instructions on page 1)	10c		
11	Interest income	11	127	--
12	Total (add lines 9, 10c, and 11) (Adjusted Gross Income)	12	8,872	--

- If you want IRS to figure your tax, skip the rest of this page and see instructions on page 3.
- If line 12 is under \$10,000 find tax in Tables 1-12 and enter on line 17. Skip lines 13 through 16.

13	If line 12 is \$10,000 or more, enter 15% of line 12 but not more than \$2,000 (\$1,000 if line 3 checked)	13		
14	Subtract line 13 from line 12	14		
15	Multiply total number of exemptions claimed on line 7 by \$750	15		
16	Taxable income (subtract line 15 from line 14) (Figure tax on amount on line 16 using Tax Rate Schedule X, Y, or Z, and enter on line 17.)	16		

Form 1040A (1973)

Page 2

17	Tax, check if from: ☐ Tax Tables 1-12 OR ☐ Tax Rate Schedule X, Y, or Z	17		
18	Credit for contributions to candidates for public office (see instructions on page 4)	18		
19	Income tax (subtract line 18 from line 17). If less than zero, enter zero	19		
20a	Total Federal income tax withheld (attach Forms W-2 to front)	20a	825	50
b	Excess FICA tax withheld (two or more employers—see instructions on page 4)	b		
c	1973 estimated tax payments (include amount allowed as credit from 1972 return)	c		
21	Total (add lines 20a, b, and c)	21		
22	If line 19 is larger than line 21, enter BALANCE DUE IRS	22		
23	If line 21 is larger than line 19, enter amount OVERPAID	23		
24	Amount of line 23 to be REFUNDED TO YOU	24		
25	Amount of line 23 to be credited on 1974 estimated tax	25		

Other Dependents	(a) NAME	(b) Relationship	(c) Months lived in your home. If born or died during year, write B or D.	(d) Did dependent have income of \$750 or more?	(e) Amount YOU furnished for dependent's support. If 100% write ALL.	(f) Amount furnished by OTHERS including dependent.
					\$	\$

26 Total number of dependents listed in column (a). Enter here and on line 6d > 1

Note: 1972 Presidential Election Campaign Fund Designation.—Check ☐ if you did not designate \$1 of your taxes on your 1972 return but now wish to do so. If joint return, check ☐ if spouse did not designate on 1972 return but now wishes to do so.

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which he has any knowledge.

Sign here Arthur T. Webb 3/17/77 Date
Dorothy Webb 3/17/77 Date
 Spouse's signature (if filing jointly, BOTH must sign even if only one had income)

Preparer's signature (other than taxpayer) _____ Date _____
 Address (and ZIP Code) _____ Preparer's Emp. Ident. or Sec. Sec. No. _____

Table 4 - Returns claiming FOUR exemptions (and not itemizing deductions) (Continued)

If the amount on Form 1040A, line 12, is -								If the amount on Form 1040A, line 12, is -								If the amount on Form 1040A, line 12, is -							
And you are -				And you are -				And you are -				And you are -				And you are -							
Single		Married filing separately		Single		Married filing separately		Single		Married filing separately		Single		Married filing separately		Single		Married filing separately					
At least	But less than	Head of household	Married joint return	At least	But less than	Head of household	Married joint return	At least	But less than	Head of household	Married joint return	At least	But less than	Head of household	Married joint return	At least	But less than	Head of household	Married joint return				
Your tax is -								Your tax is -								Your tax is -							
Low income and deduction								Low income and deduction								Low income and deduction							
\$6,500	\$6,550	\$353	\$341	\$326	\$476	\$414		\$7,700	\$7,750	\$581	\$557	\$522	\$707	\$638		\$8,950	\$9,000	\$804	\$763	\$723	\$940	\$883	
6,500	6,600	362	350	334	486	422		7,750	7,800	590	566	531	718	647		8,900	8,950	813	771	731	971	894	
6,600	6,500	372	359	342	495	430		7,800	7,850	600	575	539	729	657		8,950	9,000	822	779	739	982	905	
6,600	6,700	381	368	350	503	438		7,850	7,900	609	584	548	740	666		9,000	9,050	831	788	748	993	916	
6,700	6,750	391	377	358	514	448		7,900	7,950	619	593	556	751	676		9,050	9,100	840	796	756	1,004	927	
6,750	6,800	400	386	366	524	457		7,950	8,000	628	602	565	762	685		9,100	9,150	849	804	764	1,015	938	
6,800	6,850	410	395	374	532	467		8,000	8,050	638	611	573	773	696		9,150	9,200	858	812	772	1,026	949	
6,850	6,900	419	404	382	543	476		8,050	8,100	647	620	582	784	707		9,200	9,250	867	820	780	1,037	960	
6,900	6,950	429	413	390	552	486		8,100	8,150	657	629	590	795	718		9,250	9,300	876	828	788	1,048	971	
6,950	7,000	438	423	398	562	495		8,150	8,200	666	638	599	806	729		9,300	9,350	885	836	796	1,059	982	
7,000	7,050	448	431	406	571	505		8,200	8,250	676	647	607	817	740		9,350	9,400	893	844	804	1,070	993	
7,050	7,100	457	440	414	581	514		8,250	8,300	685	656	616	828	751		9,400	9,450	902	852	812	1,081	1,004	
7,100	7,150	467	449	422	590	524		8,300	8,350	695	665	625	837	762		9,450	9,500	911	860	820	1,092	1,015	
7,150	7,200	476	458	430	600	533		8,350	8,400	706	674	634	850	773		9,500	9,550	920	868	828	1,103	1,026	
7,200	7,250	486	467	438	609	543		8,400	8,450	716	684	644	861	784		9,550	9,600	929	876	836	1,114	1,037	
7,250	7,300	495	476	446	619	552		8,450	8,500	727	693	653	872	795		9,600	9,650	938	884	844	1,125	1,048	
7,300	7,350	505	485	454	628	562		8,500	8,550	737	703	663	883	806		9,650	9,700	947	893	853	1,136	1,059	
7,350	7,400	514	494	463	638	571		8,550	8,600	748	712	672	894	817		9,700	9,750	956	901	861	1,149	1,070	
7,400	7,450	524	503	471	647	581		8,600	8,650	758	722	682	905	828		9,750	9,800	965	909	869	1,161	1,081	
7,450	7,500	533	512	480	657	590		8,650	8,700	768	731	691	916	839		9,800	9,850	974	917	877	1,174	1,092	
7,500	7,550	543	521	488	666	600		8,700	8,750	777	739	699	927	850		9,850	9,900	983	925	885	1,186	1,103	
7,550	7,600	552	530	497	676	609		8,750	8,800	786	747	707	938	861		9,900	9,950	992	933	893	1,199	1,114	
7,600	7,650	562	539	505	685	619		8,800	8,850	795	755	715	949	872		9,950	10,000	1,001	941	901	1,211	1,125	
7,650	7,700	571	548	514	696	628																	

WAGE AND TAX STATEMENT

COPY C-For employee's records

19

INCOME TAX INFORMATION			SOCIAL SECURITY INFORMATION		STATE OR MUNICIPAL INFORMATION	
Federal Income Tax Withheld	Wages paid subject to withholding in 19	Other compensation paid in 19	FICA Employee Tax Withheld	Total FICA wages paid in 19	State Tax Withheld	City Tax Withheld
\$825.50 ①	\$8,745.00 ②		\$511.58 ④	\$8,745.00 ③		
Type or Print EMPLOYEE'S social security no. name and address below 462-15-7583 Arthur T. Webb 547 Norman Road Glenwood, Oregon			EMPLOYEE NO. 1 2		Name of State or City	
			Deductible Employer Tax on 19: \$			

34-064837

General Electronics, Inc.
 Highway 240
 Glenwood, Oregon

Keep this copy as part of your tax records
 Form W-2 U.S. Treasury Department Internal Revenue Service 499

Keep this copy as part of your tax records

Form W-2 U.S. Treasury Department Internal Revenue Service 499

MECCA ACTIVITY PLAN

TITLE: HOW WE USE MONEY (MS23) SUGGESTED GRADE LEVEL: 10-12

INFUSION: MATH

LEVEL: EXPLORATION

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS

Obj. 5.5 Uses computational skills effectively through (5.5B) applying them to school and non-school activities.

GOAL 6: CAREER IMPLICATIONS OF SUBJECT MATTER

Obj. 6.2 Relates specific school experiences to job requirements by (6.2C) understanding the career implications of specific subject matter.

GOAL 7: SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING

Obj. 7.2 Evidences economic understanding through (7.2F) discussing and applying economic principles.

Materials:

Activity Sheet A - Figuring a Payroll

Activity Sheet B - Blank check

Activity Sheet C - Checkbook page

Paper and pencils

Activities:

Teacher Comments:

1. Review the use of the decimal point in writing various money amounts.

2. Discuss ways people earn money--the money they earn, parents or other friends earn. How is this paid out? Monthly, weekly?

3. Develop the concept that "earnings" are also called "salary" or "wages". Discuss the need to know you are paid the correct amount (and how to find this out). Stress the need for computational skills and their connection to successful life outside of school.

4. Frequently wages are paid by a payroll department through the use of checks. Ask students to complete Activity Sheet A and then write out checks on Activity Sheet B & C using the first 4 workers on Sheet A.

5. Review the answers with the class.

Evaluation:

1. Class participation in discussion indicating understanding of career implications of subject matter.
2. Student completed computations showing the application of economic principles to wage earning.

FIGURING A PAYROLL

One practical use of your knowledge of multiplication is in figuring your earnings and, in business, in preparation of a payroll.

In this exercise, add each horizontal row of figures under "Hrs. Worked Daily," and place the sum

on the line under "Total Hrs. Week." Then multiply the wages per hour by the total number of hours worked by each employee. Enter the results in the column headed "Gross Wages." Then total this column.

BASIC TIME: 7 MINUTES (Estimated time to obtain a basic score of 100)

Complete the following payroll:

PAYROLL

Date — — — — —

EMPLOYEE	HRS. WORKED DAILY						TOTAL HRS. WEEK	WAGES PER HR.		GROSS WAGES	
	M	T	W	T	F	S					
<i>Belliggi, J.</i>	8	8	8	8	8	0		4	55		
<i>Davis, W.</i>	8	8	6	8	8	0		5	90		
<i>Fernandez, P.</i>	8	8	8	8	8	0		7	10		
<i>Groton, F.</i>	0	8	8	8	8	0		4	25		
<i>Helm, S. H.</i>	8	8	7	8	8	0		5	50		
<i>Hillman, E. P.</i>	8	7	6	8	8	0		6	10		
<i>Jorge, M.</i>	8	8	8	8	8	0		5	97		
<i>Klein, A. A.</i>	8	7	5	8	8	0		4	95		
<i>Lemos, S.</i>	8	8	5	8	8	0		6	05		
<i>Mann, L.</i>	8	8	8	8	7	0		7	50		
<i>Moran, J.</i>	8	8	4	0	8	0		6	40		
<i>Stone, L.</i>	8	8	4	8	8	0		5	80		
TOTAL											

[4 each]

[12 each]
[Total, 8]

No. _____ \$ _____ Date _____ 19____ To _____ For _____ _____ _____	Friendly Neighborhood Bank Square Corners, N.J. No. _____ _____ 19____ $\frac{11-19}{1210}$ Pay to the order of _____ \$ _____ _____ Dollars Memo _____ 12 2 10 00 19 10 108 3 Practice check																					
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MS23C

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399

470

MECCA ACTIVITY PLAN

TITLE: RANKING LEISURE (MS61)

SUGGESTED GRADE LEVEL: 10-12

INFUSION: MATH

LEVEL: EXPLORATION

GOAL 10: LEISURE PREFERENCES AND PERSONAL RESPONSIBILITIES

Obj. 10.1 identifies personal leisure preferences through (10.1S) evaluating leisure activities in terms of personal values and goals.

Obj. 10.2 Indicates use of effective leisure time by (10.2G) discussing personal, social, economic benefits and constraints of personal leisure time.

Materials:

Activity Sheet A - Ranking Leisure Time

Pencils

Chalkboard and chalk

Activities:

Teacher comments:

NOTE: THIS WOULD BE A GOOD PRE-ACTIVITY FOR AN INTEREST INVENTORY.

1. Generate from students a list of their favorite leisure time activities. Discuss these briefly in terms of time spent doing the activities.

2. Distribute Activity Sheet A for completion.

3. Pair students and ask them to compare their lists with their partner. Ask them to discuss the reasons they have for differences in rankings.

4. In a large group, discuss further the reasons for differences in rankings with attention to personal, social, and economic restraints and the values students hold regarding their personal goals.

Evaluation:

1. Student completion of Activity Sheet.

2. Student discussion with a peer.

3. Group discussion indicating understanding of the constraints on leisure activities and the relation this has to personal goals.

=====

RANKING LEISURE TIME

Directions: Rewrite the following leisure activities in terms of their importance to you (ranking) in terms of time spent, money, facilities.

- | | | |
|-----------------|---------------------------|-----------------|
| a. bowling | i. eating in a restaurant | q. bike riding |
| b. skating | j. handball | r. horse riding |
| c. movies | k. tennis | s. hockey |
| d. pinball | l. ping-pong | t. baseball |
| e. concerts | m. swimming | u. basketball |
| f. pizza party | n. ride in car | v. football |
| g. dance/prom | o. train/bus ride | |
| h. card playing | p. shopping | |

TIME	MONEY	FACILITIES

MECCA ACTIVITY PLAN

TITLE: SAVINGS ACCOUNT (MS45) SUGGESTED GRADE LEVEL: 10-12

INFUSION: MATH

LEVEL: EXPLORATION/PREPARATION

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS

Obj. 5.5 Uses computational skills effectively by (5.5D) applying computational skills appropriately.

Materials:

Activity Sheet A - Passbook

Paper and pencils

Activities:

Teacher Comments:

1. Discuss types of savings accounts and give several reasons for saving.
2. Let student examine the Activity Sheet to determine how interest was computed.
3. Observe steps used to compute compound interest quarterly using bank days.
4. Ask students to practice computing quarterly interest on amounts assigned them by the teacher.
5. Check papers for accuracy.

Evaluation:

1. Student understanding of concepts of quarterly and compound interest and accurate computation.

=====

PASSBOOK SAVINGS AND INTEREST

NAME _____ ACCT. NO. _____				
DATE	SAVINGS	INTEREST	WITHDRAWALS	BALANCE
1/5				\$2000.00
1/6	\$150.00			\$2150.00
1/15	\$100.00			\$2250.00
1/31		\$7.50		\$2257.50
2/3	\$100.00			\$2357.50
2/4	\$100.00			\$2457.50
2/5	\$100.00			\$2557.50

MECCA ACTIVITY PLAN

TITLE: MERCHANDISE DISCOUNT (MS57) SUGGESTED GRADE LEVEL: 10-12

INFUSION: MATH

LEVEL: PREPARATION

GOAL 7: SOCIO-TECHNOLOGICAL-POLITICAL UNDERSTANDING

Obj. 7.2 Evidences economic understanding through (7.2F) discussing and applying economic principles.

Materials:

Pages from newspapers

Pencils

Activity Sheet A - Merchandise Discounts

Activities:

Teacher Comments:

1. Lead student discussion regarding:
 - a. Any situations when students received discounts on merchandise.
 - b. Reasons why large chain stores can offer larger discounts than small independent stores.
 - c. Role of manufacturer, agent, wholesaler, retailer, and consumer.
2. Ask students to figure discounts on sale merchandise using Activity Sheet A.
3. (Option) Obtain speaker on retail merchandising.

Evaluation:

1. Student participation in discussion indicating understanding of the concepts of discounting, manufacturing, and sales roles.
2. Accuracy of completed Activity Sheet A.

MERCHANDISE DISCOUNT

Look through the newspaper and find 5 instances where discounts are being offered; then find the following:

1. Item: _____
List Price: _____
Discount (%): _____
Cost after discount: _____
2. Item: _____
List Price: _____
Discount (%): _____
Cost after discount: _____
3. Item: _____
List Price: _____
Discount (%): _____
Cost after discount: _____
4. Item: _____
List Price: _____
Discount (%): _____
Cost after discount: _____
5. Item: _____
List Price: _____
Discount(%): _____
Cost after discount: _____

MECCA ACTIVITY PLAN

TITLE: CAREER RELATED SKILLS
AND SCHOOL (LA141)

SUGGESTED GRADE LEVEL: 10-12

INFUSION: LANGUAGE ARTS

LEVEL: EXPLORATION/PREPARATION

GOAL 6: CAREER IMPLICATIONS OF SUBJECT MATTER

Obj. 6.2 Relates specific school experiences to job requirements
by (6.2E) applying course content to career interests.

Materials:

List of local school course offerings
Pencils
Activity Sheet A - Learning by Doing

Activities:

Teacher Comments:

1. Introduce this activity by
discussing the following:

- a. school curriculum has both
required and elective courses.
- b. Required courses usually fit
into areas known as Basic Skills.
- c. To obtain and hold a job, a person
must be competent in basic skills.
- d. Special interest courses help
students develop their abilities
toward particular career choices.
- e. Opportunity to obtain basic and
specialized skills is available
through the school curriculum.

2. Ask student to write the titles
of courses they are not taking on
Activity Sheet A and then complete
the form by noting special values of
particular courses.

3. Discuss which occupations require
the education/training provided by
the school curriculum.

Evaluation:

1. Student completion of Activity Sheet A - Learning by Doing.

Learning by Doing

Directions: In the left column below, list courses you have taken, are now taking, or plan to take before graduation. Some of these are general in nature (basic skills), others are more specialized. After each course listed, write in the titles of occupations for which the skills learned in the course would be useful. If you think a course has general education value only (not specialized), write "general" beside it.

[illegible]

MECCA ACTIVITY PLAN

TITLE: ABOUT WORK (LA166)

SUGGESTED GRADE LEVEL: 10-12

INFUSION: LANGUAGE ARTS

LEVEL: PREPARATION

GOAL 4: WORK HABITS AND ATTITUDES

Obj. 4.2 Exhibits positive work attitude by (4.2I) identifying ways in which workers satisfaction can be achieved.

Materials:

Activity Sheet A - About Work (Kahil Gilbran)

Activities:

Teacher Comments:

1. Ask students to read Activity Sheet A - About Work.
2. Ask students to underline 1-2 lines that are close to their own view of why they wish to work.
3. Discuss poem:
 - a. What is Gilbran's view of work?
 - b. What do specific lines mean to you?
 - c. Verbally share underlined words. Tell why you chose them.
4. Ask students to list potential jobs they are considering on the back of the paper.
 - a. Match these to particular lines of the poem.
 - b. Discuss: Is it the job that makes the difference to the individual's view of work that is "important".
 - c. Quote lines students feel are important. Explain why, or how, their view of work will influence their lives.
5. Ask students to write a paragraph outlining and supporting their personal values they find in work.

Evaluation:

1. Student identification of personal values of satisfaction in work through discussion and writing.

About Work -- Kahlil Gibran, The prophet

Then a ploughman said, Speak to us of Work.

And he answered, saying:

You work that you may keep pace with the earth and the soul of the earth.

For to be idle is to become a stranger unto the seasons, and to step out of life's procession, that marches in majesty and proud submission towards the infinite.

When you work you are a flute through whose heart the whispering of the hours turns to music.

Which of you have been told that work is a curse and a labour a misfortune.

But I say to you that when you work you fulfill a part of the earth's furthest dream, assigned to you when that dream was born.

And in keeping yourself with labour you are in truth loving life,, But if you in your pain call birth an affliction and the support of the flesh a curse written upon your brow, then I answer that naught but the sweat of your brow shall wash away that which is written.

You have been told also that life is darkness, and in your weariness you echo what was said by the weary.

And I say that life is indeed darkness save when there is urge,

And all urge is blind save when there is knowledge,

And all knowledge is vain save when there is work,

And all work is empty save when there is love;

And when you work with love you bind yourself to yourself, and to one another, and to God.

And what is it to work with love?

It is to weave the cloth with threads drawn from your heart, even as if your beloved were to wear that cloth.

It is to build a house with affection, even as if your beloved were to dwell in that house.

It is to sow seeds with tenderness and reap the harvest with joy,, even as if your beloved were to eat the fruit.

It is to charge all things you fashion with a breath of your own spirit,

And to know that all the blessed dead are standing about you and watching.

Often have I heard you say, as if speaking in sleep, "He who works in marble, and finds the shape of his own soul in the stone, is nobler than he who ploughs the soil.

And he who seizes the rainbow to lay it on a cloth in the likeness of man, is more than he who makes the sandals for our feet."

But I say, not in sleep but in the over-wakefulness of noontide, that the wind speaks not more sweetly to the giant oaks than to the least of all the blades of grass;

And he alone is great who turns the voice of the wind into a song made sweeter by his own loving.

Work is love made visible.

And if you cannot work with love but only with distaste, it is better that you should leave your work and sit at the gate of the temple and take alms of those who work with joy.

For if you bake bread with indifference, you bake a bitter bread that feeds but half man's hunger.

And if you grudge the crushing of the grapes, your grudge distills a poison in the wine.

And if you sing though as angels, and love not the singing, you muffle man's ears to the voices of the day and the voices of the night.

MECCA ACTIVITY PLAN

TITLE: COMPUTING COMMISSIONS (MS52) SUGGESTED GRADE LEVEL: 10-12

INFUSION: MATHEMATICS

LEVEL: PREPARATION

GOAL 7: SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING

Obj. 7.2 Evidences economic understanding by (7.2F) discussion and applying economic principles.

Materials:

Paper and pencils

Chalkboard and chalk

Activities:

Teacher Comments:

1. Begin this activity with comments that some jobs are paid by commission rather than by a regular weekly or hourly wage. Explain what commission means and the types of jobs which receive this pay.
2. Ask class to write short statements listing the advantages and disadvantages of commission pay.
3. On the chalkboard, compute a comparison of an hourly pay for a job and one paid by commission.
(Rate of commission 5%)
 - a. Determine the amount of commission paid to a real estate salesperson who sold two houses valued at \$40,000. each within one week.
 - b. Determine amount of commission for a salesperson who sold only one house at \$17,000. in the week.
 - c. Determine amount of commission paid to a salesperson who sold no houses during the week.
 - d. Determine weekly wage of worker who worked 40 hours @ \$3.35 per hour.
4. At the bottom of the paper in step #2 (above), ask students to identify the best paid worker in step #4 (above) and the reasons the worker was "best paid".

Evaluation:

1. Written statement listing advantages/disadvantages of commission pay and identification of "best paid" worker.

MECCA ACTIVITY PLAN

TITLE: WORKING ON A HOLIDAY (SS42) SUGGESTED GRADE LEVEL: 10-12

INFUSION: SOCIAL STUDIES

LEVEL: AWARENESS

GOAL 4: WORK HABITS AND ATTITUDES

Obj. 4.3 Understands the nature of work by (4.3G) describing how work contributes to personal and social welfare.

Materials:

Paper and pencils

Activities:

Teacher Comments:

1. List on the board all the jobs which must be maintained even when holidays are being observed (nursing, medical doctors, truck drivers, weather observers, etc.)

2. Discuss:

- a. Why do people have to work on holidays?
- b. Who decides who works on holidays?
- c. Are there some jobs that never work on holidays?
- d. Do you know anyone who has to work on a holiday? Who?
- e. How would you feel about having to work on a holiday?
- f. Which jobs on the list are most crucial to be covered on holidays?
- g. Could the work be done by machine so that the worker could have the day off?
- h. Are there any jobs done only on holidays?

3. Ask students to write a statement regarding: Ways workers contribute to personal and social welfare.

Evaluation:

1. Student writing about the ways work contributes to personal and social welfare.

MECCA ACTIVITY PLAN

TITLE: LIFESTYLE AND OCCUPATION SUGGESTED GRADE LEVEL: 10-12
(LA163)

INFUSION: LANGUAGE ARTS

LEVEL: PREPARATION

GOAL 1: SELF AWARENESS

Obj. 1.3 Identifies a preferred lifestyle by (1.3H) describing implications of lifestyle on career choice and (1.3I) identifying from a variety of lifestyles those most compatible with personal characteristics and needs.

Materials:

Activity Sheet A - Lifestyles and Occupations

Occupational Outlook Handbook or other listing of occupations and their descriptions

Pencils

Activities:

Teacher Comments:

1. Discuss the experience you, as a teacher, have had in the classroom working with students. Include:

- a. Hours spent on the job.
- b. Preparation made for the job.
- c. Geographic location in relation to your home as a young person.
- d. Prestige, money involved in teaching.
- e. Intrinsic and extrinsic rewards.

2. Distribute Activity Sheet A for students to complete. Allow use of reference materials or suggests small groups of students may form and brainstorm answers, seeking group consensus.

3. Ask students to process the sheets and compare answers. Discuss the implications for the jobs listed on the lifestyles of individuals holding those jobs.

Evaluation:

1. Teacher observation of realistic information shared by students.
2. Student understanding of the implications of lifestyle on careers.

"LIFESTYLES AND OCCUPATIONS"

<u>OCCUPATION</u>	<u>HOURS</u>	<u>GEOGRAPHIC LOCATION</u>	<u>PRESTIGE</u>	<u>MONEY</u>
Cosmetologist (Example)	Irregular	Anywhere	Medium	Good
Architect				
Plumber				
Dietitian				
Chemist				
Underwriter				
Petroleum Engineer				
Economist				
Priest				
Optometrist				
Electrician				
Dental Hygienist				
Radio Disc Jockey				
Dancer				
Truckdriver				
Tool and Die Maker				
Waiter				
Receptionist				
Sales Clerk				
Computer Programmer				
Pharmacist				
Soil Conservationist				
Farmer				
Mail Carrier				
Upholsterer				
Welder				
Oceanographer				
Park Ranger				
Cashier				

Instructions: The following may be used as a guideline for the columns: Under HOURS--Regular, irregular; under GEOGRAPHIC LOCATION--Any, metropolitan city, small town; under PRESTIGE--High, medium, low and under MONEY--Extremely good, good or poor.

MECCA ACTIVITY PLAN

TITLE: WHAT WILL YOU DO? (SS316) SUGGESTED GRADE LEVEL:10-12

INFUSION: SOCIAL STUDIES

LEVEL: PREPARATION

GOAL 3: DECISION-MAKING

Obj. 3.1 Is able to use the decision-making processes by (3.1G) describing and using the decision-making processes effectively.

Materials:

Activity Sheet A - What Will You Do?

Activities:

Teacher Comments:

1. Discuss the decision-making process steps:
 - a. Analysis of problem.
 - b. Information gathering.
 - c. Weighing of alternatives.
 - d. Giving alternatives priority values.
 - e. Agreeing on solution.
 - f. Conforming, holding to decision.
2. Ask students to read aloud the situations presented in Activity Sheet A and respond to each in terms of the decision making processes.
3. Discuss differing student opinions regarding the Activity Sheet situations.
4. Summarize by emphasizing the decision-making steps.

Evaluation:

1. Student responses to Activity Sheet A indicating knowledge of and ability to use the decision-making processes.

=====

WHAT WILL YOU DO? (SS316)

DIRECTIONS: Analyze each of the following situations according to the steps of the decision-making processes. Be able to justify the decisions you make.

1. Linda Butler's boyfriend has just suggested that they live together during their sophomore year in college. Linda is hesitant about accepting this proposal. A living arrangement like this is against her moral principles and would definitely displease her parents. Yet, Linda is afraid that if she doesn't go along with her boyfriend's request, she might lose him to someone else.

2. Burt Robinson and his date are driving away from a party. Burt has been drinking and accidentally runs the family car into a neighbor's lawn. He has ruined a hedge and a flower garden, but he is able to drive away undetected. Should Burt report the accident to his neighbor, who would probably tell his parents and might even call the police?

3. Jerry, Peter, and Charlie have just graduated from high school and are planning to attend college in the fall. Their parents have saved enough money for college and are expecting them to go. One afternoon when the three boys are together, Charlie announces that he has decided to take a year off from school and hitch-hike across the country. He wants the other two boys to join him. The three discuss the pros and cons of doing this.

4. Jean Wilson has planned on being a secretary after she completes high school. She has taken as much typing and business courses as she could put in her schedule and still be able to complete 16 units of academic work. She has done this because her mother tells her she will need to work a few years and earn money to attend college. She is now ready to make applications to local businesses for a job. Her school counselor suddenly tells her she is eligible to apply for financial aid at a local college and would also be likely to qualify for a scholarship. Her mother feels she should work for several years and then go to college. What should Jean do?

MECCA ACTIVITY PLAN

TITLE: BORROWING MONEY (MS56) SUGGESTED GRADE LEVEL: 10-12

INFUSION: MATHEMATICS

LEVEL: PREPARATION

GOAL 7: SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING

Obj. 7.2 Evidences economic understanding by (7.2F) discussing and applying economic principles.

Materials:

Pamphlets on loan applications from local lending institutions

Sheets from Newspapers illustrating ads for car, home, or major purchase

Activity Sheet A - Borrowing Money

Activities:

Teacher Comments:

1. Ask students to list various reasons people borrow money. Discuss the problem of having more than one loan to pay back simultaneously.
2. List and discuss various agencies where money may be borrowed. Which might be more advantageous? Why?
3. Ask students to use newspaper ads to find cost of a car, home or major appliance.
4. Ask students to investigate current interest rates through telephone calls or visits to lending agencies.
5. Ask students to complete one lone application.
6. Using Activity Sheet A, ask students to compute costs .

Evaluation:

1. Student participation in discussion and research.
2. Accuracy of completed Activity Sheet.

1. Choose a home, car, or appliance you would like to purchase, from the newspapers.
2. Figure cost from interest rates given by your teacher for the following lending institutions.

PURCHASING A CARBank:

Cost of car _____.

% (interest charge) _____.

Total cost of loan: _____

1 year _____

2 years _____

3 years _____

Monthly payments: _____

1 year _____

2 years _____

3 years _____

Credit Union:

Cost of car _____.

% (interest charge) _____.

Total cost of loan: _____

1 year _____

2 years _____

3 years _____

Monthly payments: _____

1 year _____

2 years _____

3 years _____

Finance Company:

Cost of car _____.

% (interest charge) _____.

Total cost of loan: _____

1 year _____

2 years _____

3 years _____

Monthly payments: _____

1 year _____

2 years _____

3 years _____

PURCHASING A MAJOR APPLIANCEBank:

Cost of appliance _____.

% (interest charge) _____.

Total cost of loan: _____

6 months _____

1 year _____

18 months _____

Monthly payments: _____

6 months _____

1 year _____

18 months _____

PURCHASING A MAJOR APPLIANCE (continued)Credit Union:

Cost of appliance _____.
 % (interest charge) _____.
 Total cost of loan: _____
 6 months 1 year 18 months

Monthly payments: _____
 6 months 1 year 18 months

Finance Company:

Cost of Appliance _____.
 % (interest charge) _____.
 Total cost of loan: _____
 6 months 1 year 18 months

Monthly payments: _____
 6 months 1 year 18 months

PURCHASING A HOMEBank:

Cost of house _____.
 % (interest charge) _____.
 Total cost of loan: _____
 15 years 20 years 30 years

Monthly payments: _____
 15 years 20 years 30 years

Savings & Loan:

Cost of house _____.
 % (interest charge) _____.
 Total cost of loan: _____
 15 years 20 years 30 years

Monthly payments: _____
 15 years 20 years 30 years

MECCA ACTIVITY PLAN

TITLE: INSTALLMENT VS. CASH
PURCHASES (MS46)

SUGGESTED GRADE LEVEL: 10-12

INFUSION: MATHEMATICS

LEVEL: PREPARATION

GOAL 5: COMMUNICATION AND COMPUTATION

Obj. 5.5 Uses and (5.5D) applies computational skills appropriately.

GOAL 7: SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING

Obj. 7.2 Evidences economic understanding by (7.2G) relating economic principles to personal economic behavior.

Materials:

Pages from newspapers show bank ads for savings accounts listing the interest paid for the account.

Activity Sheet A - Installment Buying Compared with Cash Buying Pencils

Activities:

Teacher Comments:

1. Introduce the terms: installment price, cash price,, savings, interest.
2. Discuss the importance of the above terms in buying. Show newspaper ads to reinforce the concept of interest on savings.
3. Using Activity Sheet A, ask students to find savings by subtracting the installment price from the cash price.
4. Take the amount saved and compute the interest earned if students were to invest it in a savings account.

Evaluation:

1. Student accuracy in computation and reasoning of savings invested in bank accounts.

INSTALLMENT BUYING COMPARED WITH CASH BUYING

People who do not have ready cash often buy furniture and equipment for their homes on the installment plan. This plan provides for payment of the purchase price in small amounts over a period of months. Cash prices are almost always lower than installment prices; thus, you and your family can save money by purchasing with cash.

A department store in a large city advertised the prices shown below. In this case, horizontal subtraction must be used to find the amounts of the differences between the installment prices and the cash prices—the amounts that could be saved through cash purchases. Record the savings (the differences) in the right-hand column. Be careful to subtract only those digits in the same position in each column of numbers.

BASIC TIME: 4 MINUTES (Estimated time to obtain a basic score of 100)

Subtract horizontally: [10 each]

ITEM	INSTALLMENT PRICE	CASH PRICE	SAVING
Television Set	399 99	348 98	
Refrigerator	319 50	299 25	
Vacuum Cleaner	215 40	179 50	
Washer	329 90	289 99	
Radio	89 00	74 95	
Area Rug	189 00	159 45	
Desk	195 75	169 95	
Living Room Chair	211 55	177 77	
Sewing Machine	393 72	325 39	
Stereo Radio-Phonograph	239 95	199 50	
Dining Room Set	805 19	659 99	
Rocker	160 89	138 70	
Bed	175 00	149 98	
Dresser	268 95	236 40	
Gas Range	295 00	279 50	
Sofa	569 95	448 45	
Rockcase	229 00	189 00	
Bunk Bed	324 88	282 50	
Dinette Set	220 12	186 55	
Gas Heater	185 00	169 95	

MECCA ACTIVITY PLAN

TITLE: OVERTIME TAXES (MS43)

SUGGESTED GRADE LEVEL: 10-12

INFUSION: MATH

LEVEL: PREPARATION

GOAL 5: COMMUNICATION AND COMPUTATION SKILLS

Obj. 5.4 Uses objective and critical thinking by (5.4E) conducting personal research in problem solving and independent learning.

Obj. 5.5 Uses computational skills (5.5.D) effectively.

GOAL 7: SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING

Obj. 7.1 Understand and applies sociological concepts by (7.5F) recognizing formal and informal organizations in work settings.

Materials:

Paper and pencils

Federal Income Tax Table (per two students)

Library resources

Activities:

Teacher Comments:

1. Ask students to choose an hourly paying job and find the usual starting rate.
2. Ask students to research state laws concerning the payment of overtime and report back to the class the information they gained.
3. Give students a tax table and ask them to compute the tax on 40 hours of the salary in the chosen job.
4. Ask students to find the number of hours needed to put them into a different tax bracket.
5. Discuss the role of unions, as a formal organization, in determining overtime pay/rate of pay.

Evaluation:

1. Student completed research.
2. Student participation in discussion regarding the role of unions.
3. Student ability to read and compute tax table.

MECCA ACTIVITY PLAN

TITLE: TIPS FOR COMPLETING SUGGESTED GRADE LEVEL: 10-12
 JOB APPLICATION (LA 149)

INFUSION: LANGUAGE ARTS LEVEL: PREPARATION

GOAL 9: MARKETABLE SKILLS AND ADAPTABILITY

OBJ. 9.2 Uses job seeking and job holding skills by (1.2H) being able to write a resume or job application.

Materials:

Activity Sheets A-E Tips for Completing a job Application (one per student)
 Pencils

Activities:

Teacher Comment :

1. Discuss how applications represent a prospective employee to an employer. Stress the need for accuracy and neatness.
2. Give students Activity Sheets A-E to read. Ask students to take turns reading the points given on the sheet to the group.
3. Give students the job application activity sheets and provide sufficient time for completion.
4. Check applications for neatness and accuracy. Point out that job applications must always be completed in ink except for purposes of instruction.

Evaluation:

Quality of completed applications indicating student ability to write a job application in a neat and complete way.

TIPS FOR COMPLETING A JOB APPLICATION

A job application may be your first introduction to an employer. Many employers; others prefer to have applicants fill out applications for work before they interview them. Because the product you are selling is yourself, it is worth the time and effort to make out the best application you can. How you complete your application may be an indication to an employer how you would perform in your job. Here are a few points for you to consider:

1. Read through the application before you write any answers. Print the information requested.
2. Fill in all blanks. If a question does not apply to you, but in a dash (___) or N/A (not applicable), to show that you have not skipped it unless a different response is indicated.
3. Spell names, addresses, etc., correctly.
4. Carry your Social Security Card, discharge papers, special licenses, etc., with you so you can enter this information accurately.
5. Use appropriate job titles for work you have done and work you are looking for. Have a specific job or jobs in mind--don't ask for "just anything".
6. If you're not sure of the current wages of the job your're applying for, write "Open" until you've had a chance to discuss job responsibilities with the employer.
7. If you don't have a telephone, ask a friend or neighbor for permission to use his number and indicate that this is a message number.
8. Compile a complete work history for the last ten years as to places worked, their addresses, dates employed, wages received, job titles, and job duties. Most employers will ask about any gaps in your work history.
9. Make a list of schools attended, dates attended, and courses taken. Emphasize the courses that have a direct relationship to the job you're applying for.

10. Ask three people if you may use their names for character references. Make a note of their addresses, occupations, and phone numbers. Youth may need to use teachers or family friends as references. Some employers also ask for business references or names of supervisors on previous jobs.

11. If there has been a special problem in your past such as conviction of a criminal offense or a physical ailment, it might be best to enter in the appropriate block, "Will explain in person." This will give the employer a chance to ask questions about this.

12. Bonding is a method of insuring employers against loss due to dishonesty. A person with a police record, unsatisfactory credit, etc., may have a problem getting bonded. Again, talk to the employer about this item on the application. If you are not bondable through regular channels, you may wish to talk to the local Job Opportunity Center about MDTA bonding.

13. Make a list of any community, educational or professional organizations to which you belong, as well as volunteer activities in which you have participated. Employers are interested in applicants who participate in outside activities.

14. After you have filled out the application, check it over to see if the information is accurate and complete. Usually you will be asked to sign a statement that the information is correct and that false statements or the omission of any information can be grounds for dismissal after a person is hired. Quite often the statement also asks for permission to interview past employers, contact references and check school records. You may also need to agree to take a physical examination.

15. If you have any questions about the application, ask the person in charge to explain them to you.

APPLICATION FOR EMPLOYMENT

Personal Information		Social Security Number	
Date			
Name			
Last	First	Middle	
Present Address			
Street	City	State	Zip
Permanent Address			
Street	City	State	Zip
Phone No.			
If related to Anyone in our employ		Referred By	
State name and department			

EMPLOYMENT DESIRED

Position

Date you
can startSalary
desired

Are you Employed Now?

If so, may we inquire
of your present employer?

Ever applied to this company before?

Where?

When?

EDUCATION	Name and Location of School	Years Attended	Date Grad.	Sub Stu
Grammar School				
High School				
College				
Trade, Business or Correspondence School				

Subjects of Special Study or Research Work

What Foreign Languages do you Speak Fluently?

Read

Write

Activities, Civic, Athletic, Etc.

FORMER EMPLOYERS (List below Four Employers. Starting with last one first)

Date Month & Year	Name & Address of Employer	Salary	Position	Reason for leaving
From _____ To _____				
From _____ To _____				

REFERENCES: Give below the names of Three Persons Not Related to You,
Whom You Have Known At Least One Year.

Name	Address	Business	Years Acquainted
1.			
2.			
3.			

PHYSICAL RECORD:

List any Physical Impairment

Were you ever injured?

Have you any Impairment in Hearing? In Vision? In Speech?

In Case of
Emergency Notify

NAME

ADDRESS

PHONE NO.

I Authorize Investigation of all Statements Contained in this Application, I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date

Signature

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY

DATE

REMARKS:

NEATNESS	CHARACTER	
PERSONALITY	ABILITY	
Hired	Dept.	Position
		Will Report
		Salary Wages
APPROVED: 1.	2.	3.
Employment Manager	Dept. Head	General Manager

Application for Employment

Date _____

Name _____ Maiden Name _____

Last First Middle

Address _____ Phone _____

PERSONAL DATAAge _____ Date of Birth _____ Sex _____ Height _____ Weight _____
Mo. Day Year Male FemaleMarried _____ Widow _____ Number of _____ Social Security Number _____
Single _____ Widower _____ Dependents _____
Divorced _____ Separated _____

Name of Wife (Husband) _____ Occupation of Wife or Husband: _____

Employer: _____

Do you have any physical impairment? _____ No _____ Yes Explain _____

U.S. Citizen? _____

Job Applying for _____ Years of Related Experience _____

When could you start work? _____ Part Time _____ Full Time _____

Ever employed here before? _____ When? _____ What Job? _____

Names of relatives employed here _____ Relationship _____

Circle Highest Grade completed:

Grade School 1 2 3 4 5 6 7 8

Date completed _____

High School 1 2 3 4

Date completed _____

College 1 2 3 4

Date completed _____

Other training _____ Special skills _____

Have you ever been arrested? (Not including minor traffic violations) _____

If yes, date _____ Where? _____

Have you served in U.S. Armed Forces? _____ Branch _____

(Dates) _____

In case of emergency notify _____

Name _____ Address _____ Phone _____

References: Former Employers, Teachers, and etc. No relatives please.

Name _____ Address _____ Job Title _____ Phone _____

1. _____

2. _____

3. _____

Signed _____

Date _____

MECCA ACTIVITY PLAN

TITLE: OCCUPATIONS AND ME (SS29) SUGGESTED GRADE LEVEL: 11-12

INFUSION: SOCIAL STUDIES

LEVEL: EXPLORATION

GOAL 1: SELF AWARENESS

Obj. 1.5 Relates personal needs, values, and interests to behavior, decisions and careers by (1.5J) describing the relationship between needs, values, interests, preferences and occupational goals.

Materials:

Chalkboard and chalk

Paper and pencils

Activities:

Teacher Comments:

1. Ask students to make the following 7 lists.

- a. 5 abilities I have/or things I do well.
- b. 5 limitations I have.
- c. 5 personal traits that best describe me.
- d. 5 school subjects I'm most interested in.
- e. 5 interests, hobbies or activities I do in or out of school.
- f. 5 values that are important to me.
- g. 3 values that would help me in a job.

2. Write the following job areas on the chalkboard. Ask students to define each and list several occupations for each.

- | | |
|---------------------------|-----------------------------------|
| a. Personal service | j. Communications/media |
| b. marketing/distribution | k. Public service |
| c. Construction | l. Mechanical/technical |
| d. Hospitality/recreation | m. Government |
| e. Transportation | n. Business/Sales/Advertising |
| g. Health/welfare | o. Consumer/homemaking |
| i. Artistic | p. Scientific/inventing |
| | q. Agricultural/natural resources |
| | r. Environmental control |

Evaluation:

1. Student interest and preference lists
2. Student participation in defining areas of work and identifying jobs in each area.
3. Student ability to match occupations with personal characteristics.

Appendix

Project MECCA

The Computer Instruction Model

The Computer Instruction Model builds on student interest and former experiences using computer technology by adding experiences in word processing and content specific software. This functional use of the computer provides the student with additional motivation to use the technology in a purposeful way. Through these strategies, the student gains computer skill, writing composition and revision skills, acquisition of content vocabulary, and a heightened sense of the function of communication. An outline indicating software now available, expected outcomes and evaluation measures follows.

A. Entry Level:

- a. Games.
- b. Classroom skills training.
- c. Keyboard training.
- d. Computer literacy class training.

B. Functional Use:

- a. QUILL software (Educational Development Center, Boston; B, B, Newman, Boston). This software includes the popular Bank Street Writer program which is a word processing system which can be used by children forth grade and above. This combined with a networking c concept will allow students to communicate with each other.
- b. MicroCHOICES I (CSG, Alexandria, Va.) This software is available for career assessment of preferences and experiences and career information.
- c. (Not available until January 1985) MicroCHOICES II and Values and Attitudes (CSG, Alexandria, Va.) MicroCHOICES II is a program similar to MicroCHOICES I, but is used with children in lower grades. Values and Attitudes can be used forth grade and above.
- d. Additional software will become available in 1985. Among these will be software for the New York CHOICES program which we are using at lower grade levels.

C. Expected Outcomes:

- a. Acquisition of content vocabulary.
- b. Writing fluency, specificity, and organization through learning revision techniques.
- c. Heightened sense of communication function.
- d. Motivation toward improvement of attitude toward work and goal direction.

LIST OF MATERIALS

Listed below are materials which may be useful in promoting student learning about careers or occupations. This is not an all inclusive list, nor does inclusion on this list indicate endorsement of any particular commercial firm.

I. Computer Software:

1. Micro CHOICES - A computer assessment program for the high school age level. This program includes job information, self-study, college choice, and military information.
(CSG Corporation: 277 S. Washington Street, Alexandria, Va. 22314)
2. CHOICES I - A computer assessment program for middle school students.
(CSG Corporation: 277 S. Washington Street Alexandria, Va. 22314)
3. SIGI - A computerized guidance system for high school level. (ETS, Princeton, N.J. 08541)
4. Career Values - A values clarification program.
(CSG Corporation: 277 S. Washington Street Alexandria, Va. 22314)
5. QUILL- A word processing program as well as capability for sending and receiving messages both individually and for groups and bulletin board, grades k-8.
(D. C. Heath and Co.: 125 Spring Street, Lexington, MA. 02173)

II. Materials

1. Real People at Work - A comprehensive career awareness and exploration program, grades K-6.
(EMC Publishing: 300 York Avenue, St. Paul, Minnesota 55101)
2. Job Matching - A match of jobs and training to interests and preference of students, grades 7-12. This program uses LaBelle cassettes and may be hand or computer scored. (PREP, Inc.: 1007 Whitehead Road Ext., Trenton, N.J. 08638)

Appendix

3. Job Search Assessment - A job search and job keeping curriculum. (PREP, Inc.: 1007 Whitehead Road Ext., Trenton, N.J. 08638)
4. Work Samples - A series of 20 hands-on simulated work experiences. (EDU Systems, Inc.: 1007 Whitehead Road Ext., Trenton, N.J. 08638)
5. CHOICE - A comprehensive set of materials for students k-8 for career awareness and exploration. (CHOICE: Mid-Hudson Migrant Education Office, 24 VLC, SUNY, New Paltz, New York 12561, Attn. Ilsa Pitts)
6. DECISION - This is a text making choices in the marketplace and but includes several chapters on decision-making skills at the high school level. (EMC Publishers: 300 York Avenue, St. Paul, Minnesota 55101)

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*Infusion Area. LA=Language Arts; SS=Social Studies;
MS=Mathematics or Science

PG.	GRADE RANGE	*INFUSION AREA	TITLE AND NUMBER OF ACTIVITY
39	3-12	LA	EDUCATIONAL SOURCES - LA25
41	4-9	SS	CAREER EDUCATION SURVEY - SS60
47	4-9	LA/SS	CAREER CLUSTER CLASS. - LA101/SS49
49	4-12	SS	REWARDS ON THE JOB - SS77
51	4-12	LA	PERSONAL INTERESTS - LA112
53	5-9	MS	THE ROAD TRIP - MS42
55	5-9	SS	INTERVIEWING AND RANKING - SS7
59	6-8	LA	HOW WOULD YOU LABEL? - LA69
63	6-9	MS	RELATION OF WORKER PUNCTUALITY TO WORKER PAY - MS38
67	6-9	LA	ATTITUDE QUESTIONS - LA21
69	6-9	LA/SS	EYES ON THE FOOD - LA135/SS57
71	6-11	SS	CONSIDER... - SS102
73	6-12	LA/SS	DISCOVERING VALUES - LA127/SS72
83	7-8	MS	THE LEMONADE STAND - MS8
85	7-9	LA	GOODS AND SERVICES WORD SEARCH - LA89
89	7-9	LA/SS	KNOW YOURSELF - LA121/SS59
95	7-9	LA	SELF INVENTORY - LA122
101	7-9	LA/SS	FAMILY JOBS - LA102/SS50
103	7-9	SS	JOB PREPARATION - SS88

PG.	GRADE RANGE	*INFUSION AREA	TITLE AND NUMBER OF ACTIVITY
106	7-9	MS	UNIT PRICING - MS 51
107	7-9	SS	INTERPERSONAL SKILLS - SS47
109	7-9	LA/SS/MS	SLICE OF LIFE - LA2/SS24/MS24
111	7-9	LA/SS	ABBREVIATIONS - LA150/SS150
115	7-9	SS	I AM - SS56
119	7-9	LA	TV OCCUPATIONS - LA145
121	7-9	MS	WORK SCHEDULES - MS13
125	7-9	SS	CAREER RESEARCH - SS104
127	7-9	LA	OCCUPATION DESCRIPTORS - LA99
139	7-9	MS	WHO USES MATH? - MS18
141	7-9	LA	SELF MANAGEMENT - LA312
143	7-9	LA	TV CHARACTER JOB DESCRIPTIONS - LA143
145	7-9	LA	WANTS AND NEEDS - LA160
147	7-9	LA	IMPORTANT GOALS - LA 165
149	7-9	SS/MS	DIET AND CULTURE - SS39/MS301
151	7-9	LA	TO DECIDE OR HANG LOOSE - LA76
155	7-9	LA	DECISIONS, DECISIONS - LA75
157	7-9	MS	GRAPHING WANT ADS - MS300
159	7-9	LA	JOB SKILLS SCRAMBLE -- LA108
165	7-9	LA	ABILITY AND INTEREST LEVEL - LA320
171	7-9	SS	LEISURE CONNECTIONS - SS314
173	7-9	MS	DISCOVERING JOBS WITH MATH SKILLS MS49

PG. RANGE	GRADE AREA	*INFUSION	TITLE AND NUMBER OF ACTIVITY
175	7-9	LA/SS	IMPORTANCE OF SPECIFIC VALUES TO JOBS LA128/SS71
177	7-9	SS	THE CHARGE GAME - SS59
179	7-9	MS	SPENDING - MS26
183	7-9	LA/SS	EARLY OCCUPATIONS - LA105/SS83
185	7-9	MS	CONCEPT OF A BUDGET - MS58
187	7-9	LA/SS	HARDY BARS & MUSHAMELS - LA60/SS319
193	7-9	LA	PERSONAL COAT OF ARMS - LA117
195	7-9	SS	I QUIT - SS75
197	7-9	SS	A, B, OR C - SS96
199	7-9	SS	IDENTIFY AND LOCATE A LOCAL BUSINESS SS321
201	7-9	LA/SS	SKILLS, TRAINING AND OPPORTUNITIES LA96/SS45
203	7-9	SS	GOVERNMENT PARTICIPATION - SS67
205	7-9	LA	MATCHING WORDS - LA153
207	7-9	LA/SS	TRENDS, MOVEMENTS, CHANGE - LA142/SS86
209	7-9	LA/SS	COMPARING SLICES - LA49/SS30
211	7-9	LA/SS	TRUE SECRETS - LA54/SS27
213	7-9	LA	INDOOR/OUTDOOR CAREER CLASSIFYING LA61
215	7-9	LA	DAY DREAMING - LA52
219	7-9	LA	PREFERRED LEISURE ACTIVITIES - LA113
221	7-9	LA/SS	SUCCESS IS.... - LA123/SS65
223	7-9	LA	IMPORTANCE OF SELF IMAGE - LA47

PG.	GRADE RANGE	*INFUSION AREA	TITLE AND NUMBER OF ACTIVITY
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239	7-9	MS	TRAVEL AND BUDGETING - MS28
241	7-9	MS	SCALE DRAWING RESEARCH - MS21
243	7-9	LA	PERSONAL FACTORS - LA158
247	7-9	MS	INTEREST RATES - MS47
249	7-9	LA	TRAIT CHECKLIST - LA118
255	7-9	MS	CHECKING ACCOUNTS AND RECORD KEEPING - MS48
259	7-9	MS/LA	CAREERS USING MATH - MS30/LA320
263	7-9	LA	JOB CLUSTER SYMBOLS MATH - LA43
268	7-9	LA	CAREER OPTIONS - LA63
271	7-9	SS	CONCERNED PHOTOGRAPHER - SS92
273	7-10	MS	THE MUSIC BUDGET - MS59
275	7-12	LA	REACHING A GOAL - LA125
285	7-12	SS/LA	I USUALLY FEEL... - SS25/LA58
287	7-12	MS	OWNING A CAR - MS34
289	7-12	LA	GUIDE FOR STUDY OF AN OCCUPATION - LA147
293	7-12	SS	EDUCATIONAL NEEDS AND CAREER CHOICE - SS61
297	7-12	SS/LA	WHAT SKILLS DO I HAVE? - SS98/LA161
301	7-12	SS/LA	CLUES - SS94/LA162
303	7-12	LA	CONFLICT IN EMPLOYMENT - LA311
305	7-12	LA	CAREER CLUSTER LOOPS - LA144
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PG.	GRADE RANGE	*INFUSION AREA	TITLE AND NUMBER OF ACTIVITY
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315	7-12	LA	JOBS FOUND IN NEWSPAPERS - LA137
319	7-12	LA	GOVERNMENT JOBS - LA313
321	7-12	SS/LA	NEEDS QUESTIONNAIRE - SS101/LA164
329	7-12	LA	RESEARCHING POTENTIAL CAREERS - LA159
333	7-12	SS	JOBS IN FOREIGN LANGUAGE - SS84
339	8-12	SS	JOB INFORMATION - SS90
341	8-12	MS	TIME CARD COMPUTING - MS39
347	8-12	SS	WORK VALUES - SS76
349	8-12	SS	OCCUPATIONAL FACTORS - SS74
351	8-12	LA	MY CHOSEN CAREER - LA157
353	9-12	LA	SHADOW OBSERVATION - LA314
357	9-12	LA/SS	VALUE, ATTITUDES AND BEHAVIORS LA130/SS69
359	9-12	LA	INTERVIEW RESPONSES - LA170
363	9-12	LA	GUESS WHO'S COMING TO DINNER - LA156
365	9-12	SS	RELATIONSHIP SKILLS - SS99
379	9-12	LA	VALUE OF READING - LA140
371	9-12	LA/SS	CAPABILITIES, LIMITATIONS & CAREER SELECTION - LA120/SS62
379	9-12	LA	WRITING IN THE WORLD OF WORK - LA138
381	10-12	LA/SS	VALUES APPRAISAL SCALE - LA124/SS66
389	10-12	LA	MARBLES INTERVIEW - LA110
391	10-12	LA	RESUME WORKSHEET - LA171

PG.	GRADE RANGE	*INFUSION AREA	TITLE AND NUMBER OF ACTIVITY
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399	10-12	LA	INTERVIEW CHARACTERISTICS - LA174
401	10-12	LA	PERTINENT INFORMATION - LA169
403	10-12	LA	TIPS FOR WRITING APPLICATION LETTERS LA172
405	10-12	LA	JOB APPLICATION FORM - LA148
411	10-12	SS	PHYSICAL INTERVIEW - SS64
413	10-12	LA	VALUES AND THEIR EFFECT ON ATTITUDES AND BEHAVIOR - LA13
417	10-12	SS	INTERVIEW EXCHANGE - SS309
421	10-12	SS	APPEARANCES - SS312
423	10-12	SS	JOB DISCRIMINATION - SS15
425	10-12	LA	IF FEEL I AM USUALLY... - LA155
427	10-12	LA	WHERE AM I? - LA77
431	10-12	LA/SS	ANGER - LA316/SS315
433	10-12	SS	ENTRY LEVEL - SS313
435	10-12	LA/SS	EMPLOYEE RATING - LA133/SS82
437	10-12	LA	WHAT WOULD YOU DO? - LA114
439	10-12	LA/SS	CHARACTER INVENTORY - LA184/SS78
441	10-12	LA	INTERVIEWING HINTS - LA152
443	10-12	LA	INTERVIEW QUESTIONS - LA151
445	10-12	MS	LIVING--AN EXPENSIVE HABIT - MS36
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PG.	GRADE RANGE	*INFUSION AREA	TITLE AND NUMBER OF ACTIVITY
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457	10-12	MS	WORK-RELATED EXPENSES - MS55
459	10-12	MS	BUDGETING AND WAGE MANAGEMENT - MS37
461	10-12	MS	INCOME TAXES - MS50
465	10-12	MS	HOW WE USE MONEY - MS23
469	10-12	MS	RANKING LEISURE - MS61
471	10-12	MS	SAVINGS ACCOUNT - MS45
473	10-12	MS	MERCHANDISE DISCOUNT - MS57
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479	10-12	LA	ABOUT WORK - LA166
481	10-12	MS	COMPUTING COMMISSIONS - MS52
483	10-12	SS	WORKING ON A HOLIDAY - SS42
485	10-12	LA	LIFESTYLE AND OCCUPATION - LA163
497	10-12	SS	WHAT WILL YOU DO? - SS316
489	10-12	MS	BORROWING MONEY - MS56
493	10-12	MS	INSTALLMENT VS. CASH PURCHASES MS46
495	10-12	MS	OVERTIME TAXES - MS43
497	10-12	LA	TIPS FOR COMPLETING A JOB APPLICATION LA149
505	11-12	SS	OCCUPATIONS AND ME - SS29

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